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Studentka se bude ve své bakalářské práci zabývat použitím mateřského jazyka ve výuce anglického jazyka na 2. stupni ZŠ. V teoretické části zasadí problematiku do širšího rámce z pohledu pedagogické komunikace, stručně popíše historii přístupů k využívání mateřského jazyka ve výuce angličtiny a zaměří se na současné pojetí této problematiky. Dále pojedná o kladech a záporech využití mateřského jazyka v hodinách angličtiny a bude diskutovat jeho vliv na cíl výuky anglického jazyka. V rámci praktické části práce studentka za pomoci vhodně zvolených výzkumných nástrojů realizuje vlastní výzkumné šetření, jehož cílem bude zjistit, zda, v jakých situacích a za jakým účelem používají čeští učitelé anglického jazyka na 2. stupni ZŠ v hodinách mateřský jazyk.

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ANNOTATION:

This bachelor thesis deals with the usage of the mother tongue during English language lessons in Lower secondary education. It is divided into the theoretical part and the practical part. Firstly, the mother tongue is discussed in terms of its influence on English language teaching methods, influence on aims of the learning process, and reasons for using or avoiding its usage in English language lessons. Then, the issue is put into a greater context of pedagogical communication. Lastly, the teacher's roles in the classroom environment are discussed as they, together with pedagogical communication, determine situations in which the teacher may use the mother tongue in lessons. In the practical part, qualitative research that was conducted on selected elementary schools is presented and analysed.

KEYWORDS:

pedagogical communication, first language, second language, teacher's roles, English language teaching, learning aims

ANOTACE:

Tato bakalářská práce se zabývá využitím mateřského jazyka v hodinách Anglického jazyka na 2. stupni Základní školy. Je rozdělena do dvou částí. V první, teoretické části, je pojednáno o mateřském jazyce, jeho vlivu na metody a cíle učení, a o důvodech použití mateřského jazyka v hodinách angličtiny. Dále je tato problematika zasazena do širšího rámce z pohledu pedagogické komunikace. V závěru teoretické části jsou definovány role učitele v prostředí třídy, jelikož společně s pedagogickou komunikací určují situace, v nichž učitel může použít mateřský jazyk v hodinách. Praktická část zahrnuje prezentaci a analýzu výzkumu, který byl proveden na vybraných základních školách.

KLÍČOVÁ SLOVA:

pedagogická komunikace, mateřský jazyk, druhý jazyk, role učitele, výuka anglického jazyka, cíle učení

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List of abbreviations

CEFR	Common European Framework
CLT	Communicative Language Teaching
FEP EE	Framework Education Programme for Environmental Education
FL	Foreign Language
IPA	International Phonetic Alphabet
L1	First language (mother tongue)
L2	Second language
SEP	School Education Programme
TBL	Task-Based Learning

Introduction

The importance of learning English in today's world still grows to the point it became almost a necessity. Therefore, many argue what is the most efficient way to teach English. One of the aspects that have been the subject of many heated debates is whether it is appropriate to use the First language (mother tongue) in English language lessons, and that is also the focus of this bachelor thesis.

In the first chapter of the theoretical part, the First language is discussed. It describes how the First language was approached in English Language Teaching methods and how it influenced their development. By discussing the possible influence on English Language Teaching aims, the chapter tries to explain the reasons for the usage or avoidance of the First language in English language lessons.

The second chapter of the theoretical part discusses the First language in terms of pedagogical communication. In this chapter, the types of pedagogical communication can be found as well as its functions and aims, from which the situations that are later used in the practical part are derived. The chapter mentions interaction patterns which are important for determining situations in which the teacher may use the mother tongue. These situations are described at the end of this chapter.

The last chapter introduces the roles of the teacher in the classroom environment. It tries to determine more situations in which the teacher may use the First language based on the teacher's roles in the classroom and these situations are further described as they will be used in the practical part.

In the practical part, the aims of the research, methods used for collecting data, and the criteria for choosing research subjects are introduced. The data collected are presented, further analysed, and the outcome is derived.

Overall, the aim of this bachelor thesis is to determine if, in what situations, and with what purpose the teachers of English language use the First language in English language lessons.

1. First language in ELT

In this chapter, the appearance of the First language (L1) in English language teaching methods, and possible reasons for using or avoiding L1 in English classrooms will be discussed, as well as the influence of L1 on the aims of English language teaching (ELT). Whether the teacher should use the First language in English language lessons is still the subject of many discussions. As Atkinson (1993, 13) claims, there is no correct amount of L1 in the classroom. But there are many approaches and opinions concerning this topic, as language teachers and experts alike, have their own personal philosophies and approaches to the usage of L1 in lessons.

Firstly, the First language must be defined. The First language is the language that is the student's own and could be, according to Hall and Cook (2012, 232) called the mother tongue or native language. However, they use the term 'own language' in their publication for the language students are familiar with and the term 'new language' instead of Second language for the language that students are starting to learn. For the purpose of this bachelor thesis, the terms Second language (L2) and First language will be used, as well as mother tongue, being a synonym for First language.

1.1 L1 in ELT methods

How to teach languages effectively, including abstract theory as well as practical methods, has been argued about for as long as languages have been taught. In this chapter, the ELT methods and their approach and impact on the usage of L1 will be discussed.

Edupulapati (2019) claims that "language teaching can be traced as far as Panini's grammar of Latin and Greek translations". The first method that will be discussed is The Grammar Translation method, which according to Celce-Murcia (2001, 5) came from the previously mentioned teaching of Latin translation, and was applied to the teaching of all foreign languages. Harmer (2007, 48) explains The Grammar Translation method as giving students short grammar rules and vocabulary. The students, he further explains, were supposed to use those materials to complete translation exercises. Therefore, students, the author adds, learn mainly about the language and its similarities with their mother tongue. This claim is supported by Lightbown and Spada (2013, 126), who in addition mention that reading and writing constitute a crucial part of the lessons according to this method. Moreover, they claim that the students were allowed to answer comprehension questions in L1. This is supported by Celce-Murcia (2001, 5) who claims in her book that instructions were given in L1 and there

was little to no oral use of L2. This indicates that L1 was the main language of the classroom and because students were not exposed to spoken L2, speaking and listening were not developed. Similarly, Harmer (2007, 48) mentions this as a disadvantage, as in this method the learners were learning more about the language and not actively using the language. Celce-Murcia (2001, 5) warns that this method could result in the student's inability to communicate in L2. This claim is in agreement with Atkinson (1993, 54), who adds that due to this misuse, the translation method became less popular in ELT.

The attitude towards L1 changed in the mid-nineteenth century, as Richards and Rogers (2001, 11) claim, it was at the time of education reforms. They add that experts believed that the translation method should not be used from then on, instead they suggested what became known as The Natural Method, which proposed that L1 should be used only for explaining and control of comprehension. The authors mention that at the end of the nineteenth century, the International Phonetic Alphabet (IPA) was designed, which at that time was supposed to help to teach new words and their meanings through associations in L2. Celce-Murcia (2001, 5) adds that it was advised that teachers and students should be able to use IPA for their teaching and learning.

Then, according to Celce-Murcia (2001, 5), The Direct Method became popular. She claims that The Direct Method is the opposite of The Grammar Translation method. Richards and Rogers (2001, 90) introduce The Direct Method, successor to the core principles of The Natural Method, as the first method that focused on the oral production of L2. They believe that the popularity of this method caused the avoidance of L1 in lessons. Celce-Murcia (2001, 5) mentions key features of The Direct Method: no use of L1 in the classroom, the lesson should begin with a dialogue, actions and pictures are used for explanation of the meaning, grammar is acquired from experience, texts are not analysed but read for fun, the students are exposed to the target culture, and the teacher must be level C2. Based on what was said, it could be concluded that the approach to L1 in this method was to completely avoid it.

Next, Lightbown and Spada (2013, 126) define another widely known method, the Audio-Lingual method, also known as audio-lingualism, which used little translation and more habit formation. They add that this method taught students to use the language rather than about the language. Therefore, similarly to The Direct Method, this method had the opposite approach than The Grammar Translation method. According to Harmer (2007, 49), audio-lingualism was based on describing the grammatical patterns of English to students. He further explains that

the usage of grammatical structures was shown in real-life situations. Next, he adds, the students acquired and then produced sentences with the same grammatical pattern but used different word combinations. Harmer (2007, 49) claims, similarly to Lightbown and Spada (2013, 126), that this was supposed to help students acquire good language habits. Therefore, they claim that this method was focused on speaking and listening only in L2. In other words, audio-lingualism, as well as The Direct Method intentionally avoided the usage of L1 in the class. According to Harmer (2007, 49), this method lost popularity because some experts argued that learning a language is more than the acquisition of habits and that this method does not expose students to the real language and thus does not teach them to produce it.

As the focus of ELT shifted to oral communication skills, the method resulting from this shift was Communicative Language Teaching (CLT). According to Harmer (2007, 50), CLT had two main principles. The first principle he introduces is that language involves not only grammar and vocabulary but also language functions such as agreeing, disagreeing, suggesting, inviting, etc., and students should learn how to execute those functions by using a variety of language exponents. He further suggests that students should be able to distinguish in which situations it is appropriate to use formal or informal language. The second principle introduced by Harmer (2007, 50) is that when students are exposed to the language and have opportunities to use the language, it is more likely that they will acquire the language. Therefore, he claims CLT is focused on the correct content of the message and not only on the correct grammar. The author concludes by saying that CLT is focused not only on learning about the language but, more importantly, on learning how to communicate with it. This is in agreement with Richards and Rogers (2001, 155) who claim that the aim of CLT is to make communicative competence the goal of ELT. As Larsen-Freeman (2011, 156) claims, students are permitted to use their L1 when necessary but should use L2 whenever possible. Resultantly, the approach to L1 is not as strict as in The Direct Method or Audio-Lingual method, but L2 is the preferred language, and it is advised to use it as much as possible.

Lightbown and Spada (2013, 156) claim that supporters of CLT believe that errors are a natural and important part of the learning process. On the other hand, they mention concerns expressed by experts that too much freedom regarding errors could result in their acquisition and make the learning process problematic by the need to remove those acquired errors.

Harmer (2007, 51) introduces Task-Based Learning (TBL), which he claims is an extension of CLT. He explains this method as completing the task, e.g., making a presentation, and after the

task is completed, looking at the language the students have used and correcting errors, mistakes, and imperfections. Harmer (2007, 51) mentions three parts of TBL. The first part he introduces is the pre-task, where the topic and requirements are introduced to students. The next part that the author explains is the task cycle, where students plan, gather the required information, and complete the task by submitting an essay, an oral presentation, etc. based on the requirements. The last part he mentions is language focus, where the students analyse the language they have used, suggest improvements, practise correct grammar, etc. Therefore, the task is the main focus and tool for their future study. Richards and Rogers (2001, 223) claim that TBL came from the same principles as CLT; thus, the approach to L1 is similar to that of the CLT method.

Overall, the approach to L1 in the ELT method is rather strict. Several methods promote not using L1 in lessons at all, which on the other hand is in disagreement with authors such as Harmer (2007, 39) who claim, that it would be unwise to completely deny the existence of L1 in classes where the teacher and students share the same mother tongue. In conclusion, the heated debates concerning this issue are still ongoing.

1.2 Influence of L1 on ELT aims

As this bachelor thesis is focused on Lower secondary education, the aims of ELT will be searched in Framework Education Programme for Environmental Education (FEP EE) and Common European Framework of Reference for Languages (CEFR). The aim of ELT in FEP EE (2021, 127) is described in the form of required skills and a description of expected outcomes. Language skills that are discussed there are receptive, productive, and interactive language skills. According to FEP EE (2021, 18), by the end of ninth grade, students should acquire those skills with A2 level of proficiency. These levels of proficiency could be found in CEFR (2020, 129), moreover, CEFR provides a more detailed description of the skills that the student at level A2 should have. CEFR (2020, 129) introduces key competences, which are derived not only from linguistics but also from psychology and socio-political approaches. Three competences could be found in CEFR: plurilingual and pluricultural competence, communicative competence, and signing competence. As this bachelor thesis is exclusively focused on communication, communicative language competence will be covered. The communicative competence in CEFR (2020, 129) consists of three sub-competences: linguistic competence, sociolinguistic competence, and pragmatic competence. Linguistic competence is, according to CEFR (2020, 130), focused on language usage and knowledge

of the language as a system and is divided into aspects of range (e.g., vocabulary range) and control (e.g., vocabulary control). Sociolinguistic competence in CEFR (2020, 136) is explained as “knowledge and skills required to deal with the social dimension of language use.” Lastly, pragmatic competence is, according to CEFR (2020, 137), focused on the student’s knowledge of the principles of construction of a text (e.g., discourse).

In conclusion, the aim of ELT according to FEP EE and CEFR is to develop key competences, however, in FEP EE the topic of L1 is not discussed, and moreover, in CEFR (2020, 102) it is explicitly stated that the scale of acquired levels of proficiency does not address the issue of usage of L1. Therefore, neither of them discusses the issue of the amount of L1 in the language learning process or its possible influence on ELT aims. However, other authors pursue this issue from the perspective of possible reasons why the teacher may use L1 and also discuss what are the consequences and possible influence on the lesson, learning process, and thus on achieving the aims of ELT. These reasons and consequences will be covered in the following chapters.

1.3 Reasons for using L1

Teachers may be ashamed of their usage of L1 in the classroom and may be afraid that they use it excessively (Littlewood and Shufang, 2022), but Campa and Nassaji (2009) note that according to studies on this issue, the results show that although teachers are aware of the importance of using L2 in lessons, many of them still use L1 to some extent. Littlewood and Shufang (2022) claim that this extent differs amongst teachers even in similar situations. In this chapter, situations, reasons why teachers may use L1 and possible positive consequences of L1 usage will be discussed.

Harmer (2007, 39) mentions that teachers may be using L1 while giving complicated instructions in order to make sure the students understood them. This is in agreement with Atkinson (1993, 36) who emphasizes that it is important for students to understand the task, otherwise, it will not be efficient, students might be bored or confused, and the teacher might face discipline problems. He adds that there is no point in spending a long time trying to explain instructions in L2 or non-verbal ways. Atkinson (1993, 32) also claims that translation is one of the simplest ways of checking whether students understand. Therefore, the reason for using L1 is to verify the understanding, which helps the teacher to avoid disruptive behaviour. When discipline problem arises, according to Littlewood and Shufang (2022), the teacher is most likely to use L1 to solve it.

Another reason why teachers may use L1, according to Harmer (2007, 39), is to help students see connections and differences between L1 and L2. This claim is supported by Lightbown and Spada (2013, 58), and Atkinson (1993, 53), who mention comparative thinking as one of the benefits of using L1. Therefore, the reason for using L1 in this situation is to aid students to understand the differences and acquire the grammatical features of L2.

The next situation in which using L1 is, according to Harmer (2007, 39), justified is while explaining complex meanings that students may find difficult to understand in L2. He suggests using translation when explaining abstract words and concepts. Additionally, Littlewood (2009, 68) claims that explaining difficult meanings might be a situation where the teacher is more likely to use L1. Moreover, according to Littlewood and Shufang (2022), explaining grammar and meaning are the two most common situations in which teachers use L1. Thus, the reason for using L1 in described situation is to secure students' understanding.

Next, Atkinson (1993, 27) mentions using L1 when you need a student to say a word in English, and all other possible ways in L2 failed. He adds that it is better to use L1 than not getting any answers at all or to waste time explaining or gesturing. The reason for using L1 in the introduced situation is to save time, which helps the teacher to move on swiftly and cover all they had prepared for the lesson.

After that, Atkinson (1993, 48) claims that it may be useful to clarify and explain to students some of their errors in L1. This is in agreement with Littlewood (2009, 69) who describes giving corrective feedback as a situation in which the teacher is probably going to use L1. Again, the reason for using L1 while giving feedback is to make sure the student understands and improve.

Additionally, Harmer (2007, 39) mentions that lower-level students translate in their heads anyway, so it is only logical to do this translation actively. On the other hand, Atkinson (1993, 14) claims that the higher level the students are, the fewer reasons for using L1 the teacher has. Therefore, the level of the student plays a big part in whether the teacher feels the need to use L1. Using more L1 in lower-level classes is almost necessary as the students are not able to comprehend everything only in L2.

In conclusion, there are many reasons why the teacher may use L1 in English language lessons. As the most common reasons were mentioned explaining grammar and explaining the meaning. The possible positive consequences were introduced and the most repeated one was

the certainty that the students understood. These reasons or purposes for using L1 are expected to be mentioned by teachers during interviews in the practical part.

1.4 Reasons for avoiding L1

Usage of L1 has its downsides and, as Atkinson (1993, 2) warns, the teacher should be aware of their L1 usage and not use L1 too much. He claims that it may be tempting, because it may be convenient for the reasons given above (see 1.3), and L1 could even become the main language of the lesson. And, as a consequence, he adds, when the main language is not English, students are not going to learn much of it. Harmer (2007, 38) advises using as much English as possible. This is in agreement with Atkinson (1993, 12) who emphasizes that every second spent using English counts. Harmer (2007, 38) claims that an English-language classroom should have English in it, as it may be the only place of exposure to the English language for many students. This is in agreement with Littlewood (2009, 66) who suggests, that students do not always have a chance to listen and speak in L2 outside the classroom. Therefore, he adds that the teacher, as their only source of L2, should use L2 as much as possible. Otherwise, it is possible that L1 will become the main language of the class and students will not acquire L2 to the level that School Education Programme (SEP) requires. Furthermore, Campa and Nassaji (2009) state that opponents of the L1 usage believe that L1 should not appear in L2 lessons at all and that the usage of L1 is a proof that the teacher is not educated properly. In other words, opponents of L1 believe that in English language lessons only the English language should be used.

Atkinson (1993, 32) names particular situations where L1 usage may have negative consequences. He warns that using L1 while listening could be distracting. Furthermore, he claims that using L1 during drills could disrupt the pace and prolong the practice. He notes that if the teacher will not use L2, the students are less likely to use L2, too. The author adds that sometimes there is no accurate translation to L1, which could cause more confusion.

To summarize, L1 could be a helpful tool in language teaching, however, the teacher should be aware of possible negative consequences and use L1 responsibly and justifiably. The teacher should keep in mind the level of students with whom they deal, so they do not use L1 where it is not necessary. The main language of the English-language classroom should always be English, and the teacher should not fall into the more convenient usage of L1.

2. Pedagogical communication

Pedagogical communication is the communication between participants of the learning process. As Linhartová (2001, 42) postulates, pedagogical communication is essential for achieving the aims of the learning process. In pedagogical communication, as in any type of communication, information can be transferred by verbal or nonverbal means. For the purpose of this bachelor thesis, the focus will be mainly on verbal communication. In this chapter, the types, functions, aims, and rules of pedagogical communication will be discussed. The focus will be mainly on interaction patterns and situations in which certain interaction patterns are present as they are essential for the practical part of this bachelor thesis. But most importantly, First Language will be discussed in terms of pedagogical communication.

2.1 Types of pedagogical communication

There are many approaches to definition of the types of pedagogical communication. Mareš and Křivohlavý (1995, 26) introduce a conceivable division of pedagogical communication according to a possible preparation for the course of communication. The first type they mention is detailly prepared communication, the second type is prepared within the scope of the teacher's expectations of what is a possible and plausible course of communication. And lastly, the authors introduce unprepared communication that is present in rare situations which the teacher could not predict, however, the teacher must be able to handle them properly. They claim that these situations are usually emotional, and the teacher must be able to empathize with other participants of the communication. The same categories are introduced by Lihartová (2001, 41). Moreover, she warns that even detailly prepared communication may not go according to the plan, and the teacher should be able to handle the situation, nevertheless. Overall, both authors are in agreement that the teacher should be prepared for certain types of communication, and therefore can prepare whether L1 or L2 will be used; however, the authors also warn that the teacher must be able to handle any type of communication that occurs in the classroom.

The next possible division of communication is introduced by Brdička (2016) in his article about the LTCA theory of communication. This theory is based on the work of the German philosopher J. Habermas, who divides 4 basic types of communication, which are introduced by Brdička (2016). He mentions normative (communicates social norms, expectations, etc.), strategic (transfer of knowledge), constative (discussions, arguments, etc.), and dramaturgical (reflection) communicative actions. This theory, claims the author, considers

what participants are trying to communicate, and is suitable for application in pedagogical communication.

In conclusion, there are multiple ways to divide pedagogical communication into types. For the purpose of this bachelor thesis, the division according to possible preparation will be used as the preparation may affect whether the teacher will use L1 or L2.

2.2 Functions and aims of pedagogical communication

Mareš and Křivohlavý (1995, 25) claim that in order to fulfil a certain pedagogical function, the pedagogical communication needs to be optimal. Thus, first, the methods to achieve optimal pedagogical communication will be discussed. Harmer (2007, 37) introduces three potentially problematic areas that teachers should be aware of when they want to successfully transfer information to students. The first area he mentions is what kind of language the teacher should use so that the students would understand easily. This is supported by Nelešovská's (2005, 42) claim that the receiver should be able to decode the message. According to her, this is most likely to happen if the teacher uses the appropriate type and level of language. This is in agreement with Harmer (2007, 37) who also claims that the teacher should think about the content of the message and lastly, he adds that the teacher should consider the intonation, tone of voice, etc. On the other hand, Mareš and Křivohlavý (1995, 25) mention the cooperative principles of functioning communication by H.P. Grice, also called Grice's maxims. These maxims are not specifically for pedagogical communication, but as the authors point out, they could be used in any type of communication, including the pedagogical one. The first maxim they mention is the maxim of quantity, which means that participants should convey a sufficient amount of information in the fewest words possible. The second maxim introduced by the authors is the maxim of quality, which postulates that according to this maxim participants should say only the truth or what can be proved. The next maxim introduced by Mareš and Křivohlavý (1995, 25) is the maxim of relation, which means that participants should not deviate from the topic that is discussed and say only what is relevant to the aim of the conversation. The authors introduce the last principle, the principle of manner, according to which the participants of a conversation should speak clearly and avoid ambiguity. Mareš and Křivohlavý (1995, 25) conclude that these maxims should help teachers achieve optimal pedagogical communication.

When pedagogical communication is optimal, Mareš and Křivohlavý (1995, 25) claim, it helps to establish an optimal emotional climate, optimises the relationship between the teacher and

students, creates conditions for the development of the student's motivation, and shapes the student's personality. These aspects constitute some of the most important functions and aims of pedagogical communication (as will be discussed further in the following paragraph), thus the functions and aims of pedagogical communication are most likely to be achieved when the pedagogical communication is optimal.

Mareš and Křivohlavý (1995, 25-26) mention six functions of pedagogical communication. The authors state that the first function of pedagogical communication is mediating the cooperative work of the participants and providing instructions for tasks including criteria for success or failure. The next function they introduce is exchanging knowledge, experience, motivation, and mindset. Next, Mareš and Křivohlavý (1995, 26) name the function of deepening personal and impersonal relationships between participants. In addition, they mention the function of forming all participants of pedagogical communication, especially the personality of students. Next to the last function introduced by the authors is that pedagogical communication functions as a means of realising the learning process, because aim, methods, curriculum, etc. cannot be fulfilled without verbal or non-verbal communication. Lastly, Mareš and Křivohlavý (1995, 26) mention that pedagogical communication is one of the main components of the education system as it ensures its functioning, evolving, dynamics, and stability. On the other hand, Nelešovská (2005, 28) mentions only two functions: the means of realisation of the learning process and the means of building relationships between teacher and students or between students where the latter correlates with the third function of the previously discussed authors and the former in a way incorporates the other five functions they mention. However, Mareš and Křivohlavý (1995, 30) put more emphasis on the aims of pedagogical communication. They claim that the objectives of pedagogical communication are to pass on experience and knowledge, manage the lesson, mediate relationships, emotions, and attitudes, and solve discipline problems. This is supported by Littlewood and Shufang (2022), who claim that the key purposes of pedagogical communication are establishing relationships, ensuring understanding, and maintaining discipline.

Whether the usage of L1 could affect the aims of pedagogical communication, ergo the aims of the learning process, was already discussed in the previous chapter.

2.3 Rules of pedagogical communication

The rules of pedagogical communication should be established in SEP. But according to Nelešovská (2005, 30), this list of rules is often impossible to remember. Therefore, the

author suggests, it is more effective to establish a set of rules within the classroom. Furthermore, Mareš and Křivohlavý (1995, 33) claim that it is important to establish rules that will maximize cooperation, minimize discipline problems, and support a suitable work environment in the classroom. Mareš and Křivohlavý (1995, 34) emphasize that those rules of communication should be proposed and agreed on by all participants of the communication. This is in agreement with Nelešovská (2005, 30), who adds that the rules established in the classroom could affect the course of the conversation. On the other hand, Mešková (2013) introduces three types of rules: codified, conventional, and teacher's own rules. The coding rules, she explains, are the ones that could be found in the SEP, the conventional rules are given by society, and the teacher's own rules are set by the teacher and should be an extension of the rules given by SEP, but should not be in disagreement with them.

As for the rules concerning the teacher's usage of L1 or L2 in lessons of the English language, those rules should be found in SEP, which is based on FEP EE; however, there is no rule set in FEP EE concerning the usage of L1 or L2 in lessons of Foreign Languages (FL) (Edu 2021). Therefore, there is no legislative framework concerning this topic. If the teacher sets their own rules for the L1 usage depends on the professional philosophy; thus, it cannot be generalized.

Overall, all authors are in agreement that following the rules given by SEP and establishing teacher's own rules and respecting them by all participants of communication is essential for optimal pedagogical communication. Thus, creating a safe space for students and achieving the aims of the learning process. As there is not any legislative framework for L1 usage, if teachers decide to include L1 usage in their own rules is up to them.

2.4 Interaction patterns

Before discussing interaction patterns as such, the participants of pedagogical communication must be defined. According to Mareš and Křivohlavý (1995, 27), there are two types of participants of pedagogical communication. The first type they define is 'tutoring', to which belong the teachers, but also the student as an individual, group of students, or the whole class, in situations in which they actively participate. The second group the authors introduce is 'tutored', where belongs the student as an individual, a group of students, or the whole class. Mareš and Křivohlavý (1995, 27) add that there is a possibility of one participant being both tutoring and tutored. On the other hand, Nelešovská (2005, 80) uses the terms 'communicator' and 'communicant'. She describes the teacher in the role of a communicator as a role model for students. Consequently, she adds, the teacher should use the appropriate type and level

of language. The author explains that the teacher as a communicant supports and encourages students to use accurate language. The student as a communicator, Nelešovská (2005, 80) explains, presents the message to the teacher or other students. She further elaborates that students as communicants receive the message from either the teacher or their classmate. In the LTCA theory introduced by Brdička (2016), the participants are called ‘speaker’ and ‘listener’ and they are defined accordingly. However, the definitions of all authors seem similar, there is a crucial difference in their view of teachers in the more passive role. On one hand, Nelešovská (2005, 80) mentions the teacher as a communicant, but contrary to that Mareš and Křivohlavý (1995, 27) do not mention the teacher in the position of the tutored participant. Moreover, Brdička (2016) does not define the possible members of the groups at all. To conclude, the participants of the pedagogical communication can be separated into two groups. The first group is the one providing a piece of information, and the other group is the one receiving the piece of information. Based on this, the teacher and students could be members of both defined groups.

After defining the participants of pedagogical communication, the interaction patterns will be discussed. Firstly, Ur (1996, 227) classifies the patterns of interaction into five groups. The first group mentioned by the author is ‘TT’ where the teacher is the only one actively participating in communication and the students are only listeners. Second, he mentions the ‘T’ interaction. He explains that in this situation the teacher is the one who is most active, too, but students, although mostly receptive, participate in the conversation as well. The next group that he introduces is ‘TS’, where the teacher and the students are equally active and receptive. Next to the last group mentioned by the author is ‘S’ where students are actively participating, and the teacher is mainly passive. And the last group introduced is ‘SS’ where students are active, and the teacher is absolutely passive.

Nelešovská (2005, 29) introduces interaction patterns according to D. Gavora. The interaction patterns introduced by her are teacher–student, teacher–group of students, teacher–class, student–student, student–group of students, student–class, group of students–group of students, and group of students–class. Contrary to the previous author, she does not specify active or passive participants in these patterns.

Interaction patterns chosen for the practical part are teacher–student, teacher–group of students, or teacher–class. In this bachelor thesis, they will be abbreviated and called T-S (teacher–student) or T-Ss (teacher–students) interactions.

2.5 Situations in which the T-S or T-Ss interaction pattern is present

This chapter is focused on defining in which situations the T-S or T-Ss interaction pattern is present, based on the functions and aims of pedagogical communication. These situations, together with situations deriving from the teacher's roles in the classroom environment, will be used later in the practical part of this bachelor thesis.

2.5.1 Giving instructions

Giving instructions is one of the crucial situations in the learning process. This is supported by Harmer (2007, 37) emphasizes that even the best activity is a waste of time if the students do not receive clear instructions. He suggests that the teacher should keep the instructions simple and logical. Moreover, Harmer (2007, 38) adds that the teacher should make sure that all students understand the instructions and know what they are supposed to do. He proposes that this could be achieved not only by asking students if they understand the instructions, but also by asking students to explain or show how the activity is supposed to be completed. Harmer (2007, 35) notes that shared L1 is an advantage while finding out if the students understood the instructions by asking them to explain the instructions in L1. In addition, he suggests that the teacher may be using L1 while giving more complicated instructions, as explained previously (see 1.3).

So, in the situation of giving instructions, the teacher is the main source of instruction, and tells and explains to students what they should do. Moreover, it may be observed that the teacher will ask students if they know what they should do or to explain the instructions the teacher just gave.

2.5.2 Exchanging knowledge

As Harmer (2007, 83) mentions, the easiest and most effective way to exchange information is to show it visually. He gives an example of explaining the meaning of the word 'book' by holding and pointing at a book. The author adds that gestures or facial expressions could be an effective support for exchanging information. For explaining grammar, Harmer (2007, 84) suggests diagrams and other visual supports. He suggests using the explain and practise procedure, which means at first using diagrams or other visual aids for explaining and then practising with students the usage of the taught grammar. Harmer (2007, 93) mentions that flashcards or pictures are suitable for teaching vocabulary.

In conclusion, the subcategories of exchanging knowledge are explaining new grammar, explaining the meaning of a word, etc. The situation of exchanging knowledge could be identified by observing an initial explanation of new information supported by visual aids and nonverbal communication followed by practice.

2.5.3 Giving feedback

Harmer (2007, 97) claims that praising students is essential as well as correcting them. According to the author, teachers can provide feedback through expressions, gestures, words, or noises.

The author gives examples of positive phrases such as 'well done', gestures such as thumbs up, and expressions such as smiling, or nodding can be expected while providing positive feedback.

Lightbown and Spada (2013, 143) mention corrective feedback. According to the authors, corrective feedback could be oral or written. Lightbown and Spada (2013, 143) name recasts or metalinguistic information as possible oral corrective feedback. So, based on their claim, corrective feedback can be distinguished by using recast or providing metalinguistic information.

To conclude, for the purpose of the practical part, the situation will be divided into giving positive feedback and giving corrective feedback as their distinguishing is different.

2.5.4 Dealing with discipline problems

Discipline problems, also called misbehaviour, may occur in lessons in many ways. According to Kyriacou (2008, 83), the most common types of misbehaviour are talking or moving around the classroom without allowance, disruptive noise, not paying attention, not completing tasks, or late arrival to the lesson. When some misbehaviour occurs, according to Mertin (2011, 11), teachers could solve discipline problems by first using non-verbal strategies and if nonverbal strategies do not work, proceed to verbal strategies. Ur (1996, 266) mentions the strategy of swift loud commands such as 'be quiet, please!'. The second strategy he introduces is giving in, for example, when the student is refusing to work, the teacher's response could be 'all right, don't'. The last strategy mentioned is giving students an offer to postpone or compromise.

In conclusion, for the situation of dealing with discipline problems, firstly, some type of misbehaviour occurs, such as talking or making noises, usually followed by a reaction from the teacher using non-verbal or verbal strategies. Verbal strategies that could be observed

while dealing with discipline problems are sharp commands to stop disruptive behaviour, giving in, or trying to compromise with students.

3. Teacher's roles in the classroom

This chapter is focused on the teacher's roles in the classroom environment. As Harmer (2007, 25) states, the ability to adapt to different roles and the ability to perform these roles at different times with the same care and ease is part of a good teacher's personality. The aim of this chapter will be to determine these roles, as they, together with the interaction patterns, are essential for the identification of situations in which the teacher may use L1 in the lesson of the English language. Some of these situations were already discussed in the previous chapter (see 2.5). In case some situations that will emerge from the teacher's roles were not discussed previously, they will be further explained at the end of this chapter.

There are different approaches to the identification of the teacher's role in the classroom. Although the concepts of these roles are often similar, the terminology differs. For example, Harmer's first role (2007, 25) he introduces is 'controller'. He explains that the controller is standing in front of the class, dictating everything that happens (i.e., organising the lesson), and is the focus of attention. Harmer (2007, 25) further suggests that the role of the controller works for grammar explanation or other exchange of information. On the other hand, Vašutová (2005, 81) calls this role a 'classroom manager'. The concept of this role is the same as Harmer's, because, as Vašutová (2005, 81) explains, the classroom manager organises the lesson. Archana and Kumbakonam (2016) use the term manager, and in addition, the authors mention time management and issues concerning this topic such as discipline problems. The same role could be found in the book by Vangelisti (2013, 249), however, she calls this role function as 'providing learning management'. Moreover, she notes that classroom management should provide a suitable climate and safe space for learning. From the definitions and examples given by the authors, the teacher as a manager may use L1 in T-S or T-Ss interaction in situations such as giving instructions, exchanging knowledge, and dealing with discipline problems.

The second role according to Harmer (2007, 25) is 'assessor'. The author explains that teacher in this role gives feedback on the work and helps the students assess their own performance. However, Vašutová (2005, 81) calls role with similar definition as 'evaluator'. Vangelisti (2013, 250) is connecting both names with the role function of 'providing evaluation and feedback'. She mentions methods such as self-reflection, student feedback, and peer evaluation as a part of this role. Contrary to that, Archana and Kumbakonam (2016) identify the assessor and the evaluator as two different roles. The definition slightly differs, as the authors explain,

the evaluator is more focused on grades and academic outcomes, while the assessor gives verbal feedback and moreover, notices which activities the students benefit from the most, what topics the students need to work on and adjusts the lessons and activities accordingly. Based on the definitions and examples used by the authors, the teacher in the role of the assessor could use L1 in the T-S or T-Ss interaction while giving feedback.

Another role introduced by Harmer (2007, 25) is the ‘prompter’. He explains that teachers in this role encourage students, push them to achieve more, and give them a piece of information if needed to help them proceed. This definition is similar to Archana and Kumbakonam’s (2016) definition of ‘facilitator’. The authors claim that it is important to support students in learning for themselves and personal growth. Vašutová (2005, 81) introduces the role of ‘supporter’ and defines it similarly to the previously mentioned authors. Based on the definitions and examples, the teacher in the role of prompter may use L1 in T-S or T-Ss interaction pattern while providing positive encouragement.

Vašutová (2005, 81) distinguishes another role as ‘provider of knowledge and experience’, which is similar to Harmer’s (2007, 25) role of ‘resource’. He adds that the teacher should be available if the student wants to consult their work and give them advice if needed. This definition is also close to the role of ‘tutor’, which Harmer (2007, 25) defines as an advisor who responds to what the student is doing and advises them what to do next. The same role function is introduced by Vangelisti (2013, 248), only she calls it ‘providing content expertise’ and adds the teacher’s passion for the subject as an important aspect. Therefore, a situation based on explanations of these roles, in which the teacher may use the L1, and T-S or T-Ss interaction pattern is present is giving advice.

Additionally, Vašutová (2005, 81) mentions other roles, for example ‘the planner’ which she explains as creating new activities, materials, strategies, etc. Another role introduced by the author is ‘socialiser’, which according to her means that the teacher should be a role model of ethical behaviour. On the other hand, Vangelisti (2013, 251) mentions role functions ‘providing socialization’ and ‘providing personal models’ as two different roles. The last one that Vašutová (2005, 81) adds is the ‘diagnostician’ which concerns the diagnosis of social roles within the class or diagnostics of learning difficulties. These roles, however, do not explicitly contain T-S or T-Ss communication; thus, they will not be further discussed or used in the observation sheet in the practical part.

To summarize, there is more than one approach to identifying the teacher's role in the classroom. From the roles that were discussed in this chapter were derived situations in which the teacher may use L1 in T-S or T-Ss interaction patterns. The situations are giving instructions, explaining grammar, dealing with discipline problems, giving positive feedback, giving corrective feedback, providing positive encouragement, and giving advice. These situations will be used in the observation sheet.

3.1 Situations derived from teacher's roles in the classroom

The situations including giving instructions, exchanging knowledge, dealing with discipline problems, and giving positive or corrective feedback were already described. Therefore, only situations providing positive encouragement and giving advice will be discussed.

3.1.1 Providing positive encouragement

As this situation is derived from the teacher's role of a prompter, what could be observed in this situation can be derived from the said role. As it was stated before, Harmer (2007, 25) gives examples of pushing the student to achieve more, where encouragements such as 'you can do this' may be present. Moreover, he suggests giving some hints that could help students to proceed with their work, for example 'remember when we did this'.

So, the teacher in this situation uses encouraging phrases or hinting which does not explicitly provide information but more of a push the student may need to proceed with the task.

3.1.2 Giving advice

This situation is based on the role of 'resource' and 'tutor'. In these roles, Harmer (2007, 25) claims that the teacher should consult with students about their work and give them advice and respond to what the student is doing and advise them how to proceed. Therefore, there may be an initial approach from students, who may ask the teacher for help, followed by a response from the teacher which could look like 'maybe next time, try this'.

In conclusion, this situation may precede initialization on behalf of the student. The teacher comments on the student's work and may advise the student on what to do better next time.

4. Qualitative research

In the previous part of this bachelor thesis, the theoretical background of the usage of the First language in ELT was discussed. On the basis of the theoretical background, the situations in which the teacher may use L1 in English language lessons were derived. These situations were used in the research that will be introduced in this part. The aim of the practical part is to present the research and its findings.

Firstly, according to Švaříček and Šed'ová (2007, 62), the aim is essential to establish before proceeding to plan the research itself. The aim of the research was to determine if, in what situations, and for what purpose teachers use L1 in English language lessons.

Švaříček and Šed'ová (2007, 62) note that the type of research should be chosen according to the aim. The type of research chosen to achieve the aim is qualitative research. According to Průcha (2009, 111), qualitative research is a type of pedagogical research that is more subjective but, on the other hand, more detailed. He says that qualitative research could be also called post-positivistic and is based on phenomenology. Průcha (2009, 111) adds that common methods used in qualitative research are interviews and observation. This is in agreement with Gavora (2000, 142) who claims that qualitative research must be intensive and long-term. On the other hand, Švaříček and Šed'ová (2007, 13) claim that the definition of qualitative research varies. They add that each author highlights different aspects of qualitative research as the one that differentiates it from quantitative research, e.g., methods (qualitative research uses an interview and quantitative research uses a questionnaire).

In the following part of this bachelor thesis, research questions, criteria for choosing research subjects, a detailed description of the methods used for data collection, and a description of data collection will be introduced. Lastly, at the end of the practical part, the analysis of the collected data will be described, and conclusions based on the analysis will be introduced.

4.1 Research questions

In this chapter, the research questions will be introduced. Švaříček and Šed'ová (2007, 69) claim that the core of every research are the research questions. They add that the research questions should be broad enough, based on general concepts, not focused on the frequency or strength of relationships, and avoid assumptions.

The research questions concern the topic of teacher's usage of L1 in lessons, but also their professional philosophy and approach to the L1 usage because personal philosophy could influence the teacher's usage of L1 in observed lessons.

Based on the criteria and aim of the research, the questions designed for the research were as follows:

- What is the English language teacher's approach to the usage of the mother tongue in English language lessons?
- Do the English language teachers use mother tongue in English language lessons?
- If the English language teacher uses the mother tongue, what are the situations in which the teacher uses the mother tongue in English language lessons?
- If the English language teacher uses the mother tongue, for what purpose does the teacher use the mother tongue in English language lessons?

These questions will be answered in the last chapter of the practical part.

4.2 Research subjects

Another important aspect to decide before starting the research is the place and the person who will be observed and interviewed. As can be seen in the title of this bachelor thesis, qualitative research was conducted at the lower secondary level of selected elementary schools. The two schools selected for this research were located in the Kutná Hora district, as the author resides there. For the purpose of this bachelor thesis, they will be called Elementary School A and Elementary School B. Elementary School A has eighteen teachers, and three teachers of the English language at the lower secondary level. The school offers additional lessons for students who feel like they need more practice. Elementary School B has twenty-nine teachers, and two teachers of the English language at the lower secondary level. At both schools, students start learning English in the third grade. Each grade at the lower secondary level of both schools has three hours of English language per week in accordance with FEP EE.

When deciding on teachers who will be invited to participate in research, it is important to keep in mind the factors based on which they should be chosen. According to Švaříček and Šed'ová (2007, 73), there are two factors that must be taken into account when choosing teachers that will be invited to participate in the research: sex and age/years of teaching. They state that both sexes should be included, as well as new teachers and more experienced teachers. In both

selected elementary schools, female teachers prevail since there are only three male teachers and only one male teacher of English language at the lower secondary level of Elementary School A, and four male teachers and no male teacher of English language at the lower secondary level of Elementary School B. In addition to the factors mentioned previously, proper accreditation was also taken into consideration. By a proper accreditation, it is meant that the teacher has a master's degree in English language teaching at a lower secondary level.

For the purpose of this research, two teachers from each school, four in total, were asked and agreed to participate. As the research subjects in this bachelor thesis, they will be called Teacher 1, Teacher 2, Teacher 3, and Teacher 4. In the following paragraph, a characteristic relevant to the research will be introduced for each research subject.

Subject Teacher 1 is a female teacher, with proper accreditation, who taught for five years, then worked in the private sector, and then came back and has been teaching for seven years since. So, altogether, Teacher 1 has been teaching for twelve years at the point of conducting this research. Subject Teacher 2 is a female teacher, with proper accreditation, who has been teaching for one and a half years at the point of conducting this research. Subject Teacher 3 is a female teacher, with proper accreditation, who has been teaching for eleven years at the point of conducting this research. And subject Teacher 4 is a male teacher, with proper accreditation, who has been teaching for four years at the point of conducting this research.

Additionally, as mentioned in the theoretical part, the students' level could be a factor in the use of L1, so the grades that were taught during the observation were only eighth or ninth grade.

4.3 Research methods for data collection

Based on the aim, which was introduced, the methods for data collection were chosen. This is supported by Švaříček and Šed'ová (2007, 62) who claim that the methods for data collection and analysis should be chosen according to the aim. Švaříček and Šed'ová (2007, 28) claim that the use of correctly chosen methods is one of the ways to secure the reliability of the research. After taking into consideration the aim and possible advantages and disadvantages of the methods predominantly used in qualitative research, the chosen methods were observation and interview. As there are two methods, the research itself consists of two parts. The first part is an observation during which the author observed eight lessons (two with each research subject), the aim of which was to determine if and in what situations the teacher uses L1 in lessons. The second part is an interview with the observed teacher during which the

teacher's approach to the use of L1 was discussed and then, the individual situations in which the teacher used L1 were discussed with a focus on the purpose of the L1 usage.

The individual methods are further discussed in the following chapters.

4.3.1 Observation

The first part of the data collection is observation. Observation precedes the interview where the observed situations are discussed. According to Švaříček and Šed'ová (2007, 75), observation should provide objective evidence of what happened during the particular situation.

For the purpose of this research, non-participant observation was selected. According to Flick (2009, 223), there are several ways to approach the role of an observer, and one of them is the complete observer. He further explains that the complete observer does not interfere or interact with observed participants in order not to influence their behaviour and thus the outcome of the research. Therefore, this approach was used in observations.

Gavora (2000, 76) notes that observations should observe already determined categories on the already prepared observation sheet. The observation sheet will be described further in the following chapter.

4.3.1.1 Observation sheet

In this chapter, the observation sheet will be described. At the top of the observation sheet there are initials that are relevant to the research (observation sheet number, class, date, and research subject number). Below there is a table, which consists of three columns. In the first column of the observation sheet, there are situations that were determined in the theoretical part (giving instructions, exchanging knowledge, dealing with discipline problems, giving positive feedback, giving corrective feedback, giving advice, and providing positive encouragement) and the whole column is labelled 'Situation in which the teacher can use L1'. Next, there is the column 'Did the teacher use L1?' in which the author noted if in said situation the teacher used L1. If the teacher used L1 in a given situation at least once, the author noted it as YES. If the situation appeared, but the teacher used L2 every time, the author marked it down as NO. If the situation did not appear, the author recorded it as N/A. In the last column, there is a space dedicated to the author's notes. In there the author recorded what the situation looked like (e.g., what the teacher said in L1). There was a possibility that the teacher would use L1 in one category of situations more than once; therefore, this column was designed to be spacious enough. However, the frequency of L1 usage was not the aim of the research, thus, the author

did not count how many times the teacher used L1, and the description of situations serves mainly as a validation that the situation was correctly sorted. Piloting, which was done to ensure validity, showed that the observation sheet was valid for the research and that no changes had to be made.

The empty observation sheet and three completed observation sheets can be found in the Appendix (see Appendix A and B).

4.3.2 Interview

The second part of the data collection is an interview. Průcha (2009, 203) defines an interview as a method used in qualitative research that is based on speaking with the respondent and is analysed afterwards. Gavora (2000, 163) claims that the respondent or interviewed person should be the one who is talking more. He adds that for this to happen, it is essential to set a friendly, informal, and relaxed atmosphere. This is in agreement with Švaříček and Šed'ová (2007, 73) who claim that the interview must occur somewhere where it is comfortable for the respondent. Gavora (2000, 164) introduces methods on how to establish a relaxed atmosphere, e.g., opening the interview with a few small talk questions. To establish a relaxed and friendly atmosphere, the interviews were conducted individually in the classroom or the teacher's office, and in Czech.

All interviews were recorded with the agreement of all participants of the conversation, who acknowledged that the recordings will not be published anywhere and will be used only for the purpose of this research. The anonymity of all research subjects was assured.

For the purpose of this research, the semi-structured interview was selected. The first section provides a short introduction of the author and research. The initial question was whether the observed lesson was ordinary. By this, the author wanted to ensure the reliability of the observation. The second question was related to the teacher's attitude towards the L1 usage. Next, the unstructured part was related to the situations that were observed. All questions were open-ended, and their main goal was to determine for what purpose the teacher used L1. The clear interview sheet can be found in the Appendix (see Appendix A). Fragments of the translated interview can be found in the chapter on data analysis.

Piloting, which should show if the questions are clearly written, was done and took about 15 minutes, which was expected. As piloting has not shown any deficiency, no changes were needed.

4.4 Procedure

In this chapter, the data collection procedure will be described.

Firstly, the Elementary Schools A and B were contacted and asked if they and their teachers would like to participate in the research. After they agreed, the dates of the observations were arranged. The research itself was conducted from November 2022 to January 2023. Each research subject agreed on two forty-five-minute observations. The two observations were made in one day, usually in two following lessons. Before the observation, the teacher was not aware of the subject of the research, so it would not influence their behaviour during the observation. The author was sitting at the back of the class, collecting the data on the observation sheet, and did not interrupt the lesson. After that followed the interview during which the author asked previously introduced questions.

After collection, the data were analysed. The methods and the process of the analysis will be described in the following chapter.

5. Data analysis

The data from the observations and interviews were analysed immediately after completion. Each observation or interview was analysed using the same technique. These techniques will be described in individual chapters.

5.1 Observations

In the first part of this analysis, the author presents the data from individual observations, describes the situations in which the teacher used L1 and the data that were collected on the observation sheet. In the second part of the observation analysis, the author presents the data collected from all observations together in a diagram.

5.1.1 Analysis of individual observations

In this chapter, the analysis of individual observations will be presented. The aim of this analysis was to determine if the teachers used L1 in lessons. The author processed the data into tables. The observed situations according to which the observation sheet was filled in are described in greater detail to confirm the correct completion of the observation sheet.

5.1.1.1 Observation 1

Observation 1 was conducted on November 24, 2022. The author observed Teacher 1 during a lesson of the English language in the ninth grade. The teacher greeted the class in L2 and explained the lesson plan. Overall, at the beginning of the lesson, L1 did not appear.

Next, the teacher handed out tests, which focused on vocabulary. The instructions given at the beginning of the test were in L2. During the test, it was evident that some students finished before others, so the teacher gave them additional instructions in L1 to create sentences with the words from the test.

When the tests were completed, the teacher moved on to explaining new grammar. For explaining said grammar, the teacher used L1. The author should note that the grammar was explained with the support of the students' book, in which the grammar was explained in L1.

The lesson continued with completion of an exercise in which the students should use the new grammar. During the task, one of the students was making noises and interrupting other students, so the teacher solved this discipline problem by telling them in L1 to be quiet.

Several students asked the teacher to come and check if their solutions were correct. The teacher gave positive feedback in L2, but also in L1. Corrective feedback was given only in L2.

At the end of the lesson, the teacher gave the correct answers to the exercise in L2 and ended the lesson in L2, too.

According to these situations, the author filled in the observation sheet:

Situation in which the teacher can use L1	Did the teacher use L1?
Giving instructions	YES
Exchanging knowledge	YES
Dealing with discipline problems	YES
Giving positive feedback	YES
Giving corrective feedback	NO
Giving advice	N/A
Providing positive encouragement	N/A

5.1.1.2 Observation 2

Observation 2 was conducted on November 24, 2022. The author observed Teacher 1 during a lesson of the English language in the eighth grade. The teacher greeted the class in L2 and explained the lesson plan. At the beginning of the lesson, the teacher did not resort to L1.

The teacher gave out vocabulary-focused tests. During the test, the teacher had to warn a student not to cheat. In this situation, the teacher used L1.

The teacher revised grammar the students had learned in the previous lesson. This revision was done in L2. The teacher wanted to practise grammar, and at first, the teacher tried to give more advanced instructions in L2, but when it was obvious that the students were perplexed and did not know what to do, the teacher reiterated the instructions in L1.

The teacher was walking around the class and one student seemed lost, so the teacher encouraged them to try again, and when the student filled in an incorrect word, the teacher responded in L1 that it is almost correct and to try to think about what they just revised.

After the task, the teacher looked at the work of some students and provided positive feedback in L2, but also in L1.

After that, until the end of the lesson, the teacher used only L2.

According to these situations, the author filled in the observation sheet:

Situation in which the teacher can use L1	Did the teacher use L1?
Giving instructions	YES
Exchanging knowledge	NO
Dealing with discipline problems	YES
Giving positive feedback	YES
Giving corrective feedback	N/A
Giving advice	YES
Providing positive encouragement	YES

5.1.1.3 Observation 3

Observation 3 was conducted on December 13, 2022. The author observed Teacher 2 during an English language lesson in the ninth grade. The teacher started the lesson by greeting students in L2 and some warm-up questions regarding the students' weekend and upcoming Christmas.

The teacher wanted to revise grammar that was explained in the previous lesson. The teacher tried to explain the grammar in L2, but the students answered in L1, so the teacher switched to L1, too, and further explained the grammar in L1.

The teacher wanted to compare two distinct usages of a word and wrote two sentences on the board. The teacher then gave the students instructions to compare those two sentences in L2; however, the students were confused, so the teacher reiterated the instructions in L1. Moreover, during this activity, one of the students walked around the class without permission, so the teacher solved this misbehaviour by telling the student to sit down in L1.

After completing the task, the teacher told the students to find a certain exercise in the workbook and gave them instruction in L1 to complete it. After a few minutes, the teacher asked the students to propose their solutions and gave them positive or corrective feedback in L2.

At the end of the lesson, the teacher gave instructions in L2 for the test that the students would write in the next lesson.

According to these situations, the author filled in the observation sheet:

Situation in which the teacher can use L1	Did the teacher use L1?
Giving instructions	YES
Exchanging knowledge	YES
Dealing with discipline problems	YES
Giving positive feedback	NO
Giving corrective feedback	NO
Giving advice	N/A
Providing positive encouragement	N/A

5.1.1.4 Observation 4

Observation was conducted on December 13, 2022. The author observed Teacher 2 during a lesson of the English language in the eighth grade. The teacher started the lesson with a greeting in L2. After the teacher introduced the lesson plan in L2, the warm-up activity followed. During the warm-up activity, the students should think about associations with a word given by the teacher. The teacher used exclusively L2.

The lesson was focused on vocabulary. The teacher always explained the meaning of a word in L2 first, but if the students did not understand, the teacher clarified the meaning in L1.

The lesson continued with an activity for which the teacher gave instructions in L1 to form groups of four. During the activity, one student was not working, so the teacher addressed their behaviour in L1 and told them to cooperate with their classmates.

After the activity, the groups presented their work and the teacher provided positive and corrective feedback in L2. During the feedback, the teacher and the students discussed the errors and corrected them. The teacher used only L2.

At the end of the lesson, the teacher told students to practise those words in a voluntary homework. The teacher used only L2 until the end of the lesson.

According to these situations, the author filled in the observation sheet:

Situation in which the teacher can use L1	Did the teacher use L1?
Giving instructions	YES
Exchanging knowledge	YES
Dealing with discipline problems	YES
Giving positive feedback	NO
Giving corrective feedback	NO
Giving advice	N/A
Providing positive encouragement	N/A

5.1.1.5 Observation 5

Observation was conducted on January 11, 2023. The author observed Teacher 3 during a lesson of the English language in the eighth grade. The teacher greeted the class in L2. Before the warm-up activity, the teacher used only L2 while giving instructions. As the lesson focused on vocabulary, the warm-up activity was aimed on activating students' vocabulary.

The activity that followed was to complete an exercise. The teacher gave instructions in L2 and went through the exercise with the students. When a student did not know the meaning of a word, the teacher asked the other students to explain the word. Therefore, during the entire introduction of the activity, the teacher used solely L2.

While the students were working, the teacher was walking around the class. A student asked in L1 if they had filled in the correct word. The teacher provided corrective feedback in L1 and explained that this word is not correct because its meaning slightly differs. This was followed by an encouragement in L1 that the student should try again. When the teacher came to the student again, the student filled in the correct word, and the teacher provided positive feedback in L2. During the task, a student was disrupting the lesson by screaming, so the teacher asked them in L1 to be quiet. At the end of the activity, the teacher provided the students with the correct solution.

The next activity was reading. Instructions were given in L2. Some students were perplexed, but their classmates assisted them. During the reading, the teacher used exclusively L2 while providing positive or corrective feedback.

Until the end of the lesson, the teacher used only L2.

According to these situations, the author filled in the observation sheet:

Situation in which the teacher can use L1	Did the teacher use L1?
Giving instructions	NO
Exchanging knowledge	NO
Dealing with discipline problems	YES
Giving positive feedback	NO
Giving corrective feedback	YES
Giving advice	N/A
Providing positive encouragement	YES

5.1.1.6 Observation 6

Observation was conducted on January 11, 2023. The author observed Teacher 3 during a lesson of the English language in the eighth grade. The teacher greeted the class in L2. The teacher started the lesson with warm-up questions in L2 about winter and the winter break.

The next activity focused on correcting homework. The teacher gave instructions in L2, the students seemed to understand, or they helped each other. During the correction, the teacher used L1 for corrective feedback when the teacher explained the meaning of a word and why it is not suitable for that sentence.

Because the students seemed confused during the correction of the homework, the teacher went through the words that students practised in their homework again and asked the students for their translation to L1. When no one knew the correct translation, the teacher explained the word in L1. The teacher gave additional examples of the usage in L2.

The lesson was continued with a reading activity in which the words were to be used in sentences. The teacher gave instructions and provided corrective feedback in L2 by saying the correct pronunciation. Positive feedback was given in L2 too.

The teacher used L2 until the end of the lesson.

According to these situations, the author filled in the observation sheet:

Situation in which the teacher can use L1	Did the teacher use L1?
Giving instructions	NO
Exchanging knowledge	YES
Dealing with discipline problems	N/A
Giving positive feedback	NO
Giving corrective feedback	YES
Giving advice	N/A
Providing positive encouragement	N/A

5.1.1.7 Observation 7

Observation was conducted on January 16, 2023. The author observed Teacher 4 during an English language lesson in eighth grade. The teacher greeted the class in L2. At the beginning of the lesson, the teacher gave them instructions in L1 to hand out tests.

The teacher went through the mistakes that the students made and explained in L1 what the correct solution was. Two students were talking loudly, and the teacher had to ask them in L1 to be quiet and not disrupt the lesson.

The correction was followed by an activity during which students should find mistakes in sentences. The teacher gave instructions in L1. The teacher approached a student and asked them to find a mistake in the third sentence. When the student could not find the mistake, the teacher gave them advice in L1 to focus on the verb and its form. The teacher explained in L1 that because that was a question, there should be an inversion of the pronoun and the verb. If the students responded correctly, the teacher gave positive feedback in L2, but also in L1. When the students answered incorrectly, the teacher used L1 to explain the mistake.

The lesson continued with an activity that the teacher called a ‘conversation club’ during which the students should discuss a certain topic with each other. The teacher walked through the class and gave corrective feedback in L2 if necessary. This activity lasted until the end of the lesson.

According to these situations, the author filled in the observation sheet:

Situation in which the teacher can use L1	Did the teacher use L1?
Giving instructions	YES
Exchanging knowledge	YES
Dealing with discipline problems	YES
Giving positive feedback	YES
Giving corrective feedback	YES
Giving advice	YES
Providing positive encouragement	N/A

5.1.1.8 Observation 8

Observation was conducted on January 16, 2023. The author observed Teacher 4 during a lesson of the English language in the ninth grade. The teacher both welcomed the class and introduced the lesson plan in L2.

The first activity focused on revision of grammar that was probably introduced in the previous lesson. The teacher asked the students what they recalled about said grammar. The students responded in L1, and the teacher provided positive or corrective feedback in L1. Then the teacher explained in L1 the remaining features the students failed to mention.

The lesson continued with an activity during which students should practise grammar. The teacher gave the instructions in L1 to open the workbook and find the exercise. The teacher called each student to the board to give a correct answer and write it on the board and provided positive feedback in L2 or L1 and corrective feedback in L1.

The last activity was focused on the production of sentences. Each student should construct sentences according to the teacher's requirements, which the teacher explained in L1. During the activity, the students asked in L1 for advice, and the teacher gave them advice in L1.

At the end of the lesson, the teacher asked several students to read their sentences out loud. The students read their sentences and the teacher provided positive or corrective feedback in L1.

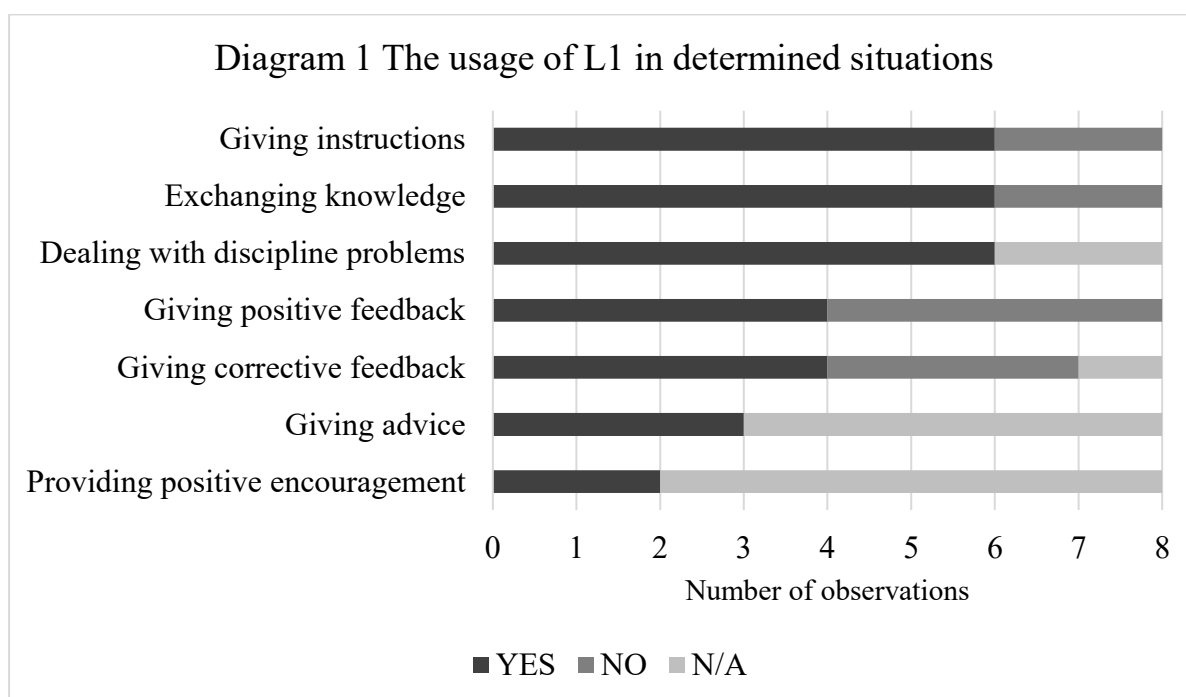
According to these situations, the author filled in the observation sheet:

Situation in which the teacher can use L1	Did the teacher use L1?
Giving instructions	YES
Exchanging knowledge	YES
Dealing with discipline problems	N/A
Giving positive feedback	YES
Giving corrective feedback	YES
Giving advice	YES
Providing positive encouragement	N/A

As can be seen from the tables, the L1 appeared in every lesson, so it could be concluded that observed teachers do indeed use L1 in their English language lessons.

5.1.2 Summary of the data collected from observations

In this part of the analysis, the author presents the data from all observations together in a diagram according to the situations from the observation sheet; in other words, the diagram represents in how many observations the L1 occurred in said situation. The aim of this sorting is to find out in which situations the teachers resorted to L1.



As can be seen from the diagram, the situation of giving instructions occurred in every observed lesson. The author observed that in six of the eight observed lessons the teachers used L1 while giving instructions, and in the remaining two observed lessons the teachers used only L2. Similarly, during exchanging knowledge the teachers used L1 in six out of the eight observations and in two observations the teachers used exclusively L2. When dealing with discipline problems, the teachers used L1 in six observed lessons and in two observed lessons the aforementioned situation did not occur at all. For these situations, it could be said that the observed teachers inclined to the usage of L1.

Giving positive feedback occurred in all observed lessons; however, only in half of them the teachers used L1. Similarly, while giving corrective feedback, the teachers used L1 in four observed lessons, in three lessons the teachers used only L2, and in one observed lesson the teacher did not give corrective feedback at all. Thus, during the observed lesson, the distribution of L1 and L2 in these situations was approximately equal.

Lastly, situations concerning giving advice and providing positive encouragement did not occur in most of the observed lessons, but when they did, the teachers used L1. Although it could be said that the teachers used L1 in these situations, the number of occurrences of these situations is low, two and three, respectively, and further research would be needed to draw conclusions.

In general, the author did not observe any other situation related to the learning process during which the teacher used L1. For a more detailed analysis, further research concerning a greater number of research subjects and observations would be needed.

5.2 Interviews

The aim of the first structured part of the interview was to find out if the lesson developed as usual, which all teachers confirmed. According to their claim, the observed lessons were ordinary and not special in any way.

The teachers were asked about their approach to the usage of L1. Their responses were analysed by open coding. According to Flick (2014, 403), the first step is to form the concepts. After carefully reading through the interviews several times, the author segmented units of meaning (words, phrases, etc.) that were relevant to the aim of the research and its questions. For example, the units noted from the response to initial question by Teacher 1 were:

- Czech belongs to the classroom

- Czech can be beneficial
- use English as much as possible
- Czech should not be avoided
- equal distribution of Czech and English
- Czech is necessary in some situations

Next step mentioned by Švaříček and Šed'ová (2007, 232) is axial coding which aims to connect the units that are based on the same concept or phenomena. Lastly, the authors introduce selective coding, which gives a name to the groups that were created. The groups and their codes are mentioned below.

Category: Positive approach

- Czech belongs to the classroom
- Czech should not be avoided
- equal distribution of Czech and English
- Czech can be beneficial
- Czech is necessary in some situations
- Czech can be useful
- using Czech is easier

Teacher 1 claimed that she does not think that Czech does not belong to the class. Teacher 1 admitted that “there are situations in which the usage of Czech is needed.” She added that she does not think that Czech should be completely avoided. She stated that according to her the Czech and English language are used equally in her lessons.

Teacher 2 replied that she believes that “Czech can be useful sometimes” and believes that Czech and English are distributed equally in her lessons.

Teacher 3 admitted that sometimes it is easier to switch to Czech.

Teacher 4 stated that it depends on the situation, for example, when he explains grammar, he always uses Czech. Teacher 4 admitted that he thinks that “explaining grammar or words and dealing with discipline problems are situations in which it is easier to use Czech.” In general,

he admitted that Czech is probably the main language in lessons focused on new grammar and new vocabulary,

Category: Negative approach

- use English as much as possible
- Czech only when it is necessary
- avoiding Czech language
- methods for avoiding Czech language
- teacher is the only source of English
- using Czech is a waste of opportunity
- English should be prevalent in lessons
- English in certain situations

Teacher 1 said that she tries to use English as much as possible.

The same is claimed by Teacher 2 who said that she tries to use it only when it is necessary or when she has no choice. She mentioned the usage of different tools, so she does not use Czech, e. g. pictures.

Teacher 3 said that she tries to avoid Czech as much as possible. She stated that she believes that “the teacher is usually one of the main sources or even the only source of English for students.” Therefore, in her opinion, using Czech in lessons is a waste of the opportunity to expose students to spoken English. She added that she tries to avoid Czech by using gestures or showing the meaning in any other possible way or asking some student to translate the word to Czech instead of her. Teacher 3 expressed concern that she fears that once she would use Czech more, the students would get used to it and would not try to understand her when she would speak English. So, these are, according to her, the reasons why she tries to use English most of the time, and her goal is to use only English in lessons.

Lastly, Teacher 4 stated that when they have lessons focused on conversation and speaking, he uses only English, as could be seen in one of the observations. He claims that English prevails in lessons focused on speaking, listening, and reading.

Based on the answers, it could be concluded that the approach to the L1 usage among teachers differs. The research subjects are in agreement that they try to use English as much as possible. They admit that there are certain situations in which the usage of L1 is easier or inevitable. However, the approach to the L1 distribution is different. On one hand, two research subjects claim that L2 and L1 are distributed equally in their lessons; on the other hand, one research subject states that L2 is prevalent in her lessons, and one research subject admits that it heavily depends on the content and focus of the lesson.

The aim of the unstructured part was to find out for what purpose the teachers used L1 in observed situations. For the analysis of the unstructured part of interviews the open coding was chosen. For example, the codes derived from the interview with Teacher 1 were:

- student's level of English
- little vocabulary range.
- pace of the lesson
- student's understanding
- misbehaviour
- student's confusion
- convenient usage of L1
- combination of L1 and L2
- higher-level students
- lower-level students
- individualization
- important things always in L1

The units of meaning were linked to concepts (codes) and sorted into categories according to phenomena, which are derived from the collected data and relevant to the research questions. In the following part these categories will be discussed and the parts of the interview where the codes appeared will be presented.

Category: Student's comprehension

- student's understanding
- student's confusion
- higher-level students
- lower-level students
- student's level of English
- little vocabulary range
- individualisation
- advanced language
- grade
- short-term memory

The reason for the usage of L1 that occurred the most during the interviews was the student's understanding. It occurred during the discussion of most of the situations that were observed.

When discussing the situation in which Teacher 1 explained new grammar, the teacher claimed that the grammar in the students' books is explained in L1, therefore, she "did not want to confuse the students by explaining it in English." Teacher 1 added that while giving positive or corrective feedback, she switched from L2 to L1 and vice versa because "each student has a different level of language" and claimed that "not every student would understand it."

Similarly, when Teacher 2 was asked about the situation of explaining the grammar in L1, the teacher replied that "it was obvious that the students did not understand the explanation in English, so that is why the grammar was explained further in Czech." Teacher 2 added that "the class is mixed, there are some higher-level students and some lower-level students whose vocabulary range is rather limited." Teacher 2 explained that she is "aware of the level of English that each student has" so she uses L1 "to talk to students who would not understand in English."

Teacher 3 gave corrective feedback in L1 because she believes that "correcting the grammar and explaining why this is not correct and why this is correct is advanced language." Similarly, Teacher 3 adds that she uses L1 while "explaining the meaning of a word if it is abstract" and she cannot use pictures or gestures.

Overall, the teachers claimed that the purpose of using L1 in these situations was to ensure the student's understanding of what the teacher was saying.

Category: Classroom management

- pace of the lesson
- to use L1 is faster
- discipline problems
- students screaming and talking
- students do not work
- misbehaviour
- interruption of the lesson

The following reasons for the L1 usage concern class management. These reasons occurred mostly while discussing dealing with discipline problems and giving instructions.

Teacher 2 admitted that sometimes she uses L1 while giving instructions when the lesson is close to ending, so she uses L1 in order to “help the students to understand it faster and complete the exercise on time.” She adds that she does not want “the lessons to be stuck on students not understanding instructions” so she will rather use L1. She adds that “sometimes when the students do not understand the instructions, they do not work because they do not know what to do and then they become defensive when the teacher approaches them.” Teacher 4 claimed that he uses L1 while giving instructions because “when the students do not understand and do not know what to do, they start talking and screaming, interrupting others.”

When Teacher 1 was asked about using L1 when dealing with misbehaviour, she replied that she uses L1 because from her experience “the students respond to it quicker” and she wants to “quickly deal with the misbehaviour so it would not interrupt others.” This is in agreement with Teacher 2 who states that she wants to “continue with the lesson without interruption.” Teacher 3 mentioned previously stated reasons and added that from her experience “it is more effective to address student's behaviour in L1.”

It could be concluded that the purpose of using L1 in these situations was to prevent disruptive behaviour or to quickly deal with disruptive behaviour.

Category: Teacher's professional philosophy

- convenient usage of L1
- combination of L1 and L2
- important things in L1
- to use L1 is easier
- not aware of L1 usage
- usage of gestures
- relationship with students

During interviews, some teachers admitted that they use L1 because it is more convenient. These reasons occurred in the discussion of giving instructions and providing positive encouragement.

When Teacher 1 talked about the situation of giving additional instructions during the test, she admitted that "it was purely for my personal simplification." Teacher 1 added that she "did not want to excessively explain as these instructions are advanced and it would interrupt others who were writing the test."

Teacher 3 claimed that while providing positive encouragement she used L1 because "she wanted to be closer to the student and sound genuine." The same answer was provided by Teacher 1.

Teacher 1, Teacher 2, and Teacher 4 stated that they often give instructions in L2 and then again repeat them in L1. They claimed that it is their assurance that everyone understands the instructions. They added that they use L1 when explaining or informing students about important news.

So, the purpose of using L1 in these situations was to make it easier for the teacher and to improve the relationships with the student.

6. Answering the research questions

The analysis delivered the following answers to the research questions.

- What is the English language teacher's approach to the usage of the mother tongue in English language lessons?

Three out of four research subjects are in agreement that L1 should not be completely omitted from the learning process. One research subject claimed that L1 should not be used at all. Also, the approach towards the distribution of L1 among the subjects differed as two research subjects claimed that L1 and L2 distribution in all their lessons is equal, but on the other hand, one research subject claimed that they use L1 only in lessons focused on grammar, but do not use L1 in lessons focused on speaking and listening. Overall, the research has shown, that each teacher has their own approach, therefore there is not general answer to this question.

- Do the English language teachers use mother tongue in English language lessons?

As the analysis of the observed lessons showed, observed teachers used L1 in every observed lesson. So, it could be concluded that teachers do use L1 in English language lessons.

- If the English language teacher uses the mother tongue, what are the situations in which the teacher uses the mother tongue in English language lessons?

The research has shown that teachers use L1 in situations that were derived from the theoretical part of this bachelor thesis. Thus, teachers use L1 while giving instructions, exchanging knowledge, dealing with discipline problems, giving positive feedback, and giving corrective feedback.

In observed situations concerning giving advice and providing positive encouragement, the teachers also used L1, but the situations did not occur enough times to draw a conclusion. Therefore, further research on these situations would be needed.

- If the English language teacher uses the mother tongue, for what purpose does the teacher use the mother tongue in English language lessons?

The purpose that was mentioned during the interviews the most by all research subjects was to secure the student's understanding. Teachers expressed concern that misapprehending could lead to misbehaviour; thus, another purpose would be to prevent discipline problems. Last purposes which some teachers mentioned were to adjust the pace of the lesson, and to make it easier for the teacher. These reasons align with the reasons mentioned in the theoretical part.

Conclusion

This bachelor thesis focuses on the teachers' usage of L1 in English language lessons. It is divided into two parts. Firstly, the theoretical part deals with the First language. The possible influence of L1 usage on ELT aims is discussed, as well as approaches to L1 usage in ELT methods. The author presented both reasons for using L1 in English language lessons and reasons to avoid it. These reasons were expected to appear during interviews.

Next, the theoretical part discusses pedagogical communication. Different approaches to defining its types are presented as well as its functions, aims, and rules. A variety of classifications of interaction patterns are described, and the patterns chosen as crucial for this bachelor thesis were Teacher–Student (T-S) and Teacher–Students (T-Ss). Based on the functions and aims of pedagogical communication were derived situations (giving instructions, exchanging knowledge, giving feedback, and dealing with discipline problems) which were described and later used in the practical part.

Lastly, the theoretical part introduces the teacher's role in the classroom environment. The author compares several authors and their divisions. Based on the teacher's roles in the classroom, the situations in which the teacher may use L1 were defined. These situations (giving advice and providing positive encouragement) were described and used in the practical part of this thesis.

The practical part presented the research and its findings. The aim of the research was to find out if, in what situations, and for what purpose the teachers use L1 in English language lessons. The research was carried out at the lower secondary level of two elementary schools in the Kutná Hora district, four teachers participated in the research, and, overall, eight observations and four interviews were conducted and analysed. The aim of the observations was to find out if and in what situations the teachers use L1. The aim of each interview was to find out the teacher's approach to L1 and with what purpose did the teacher use L1 in observed situations.

The research revealed that teachers do use L1 in English language lessons in situations that were derived from the theoretical part and four main purposes mentioned by teachers were to secure the students' understanding, to prevent disciplinary problems, to adjust the pace of the lesson, and to make it easier for the teacher.

In conclusion, the findings of this research should not be accepted as universal. Each teacher has their own professional philosophy that influences their approach to L1 usage. Therefore, if, in what situations and with what purpose the teacher uses L1 may differ.

Resumé

Tato bakalářská práce se zabývá problematikou učitelova použití mateřského jazyka v hodinách angličtiny na 2. stupni základní školy. Práce je rozdělena na teoretickou a praktickou část. Teoretická část se věnuje se roli mateřského jazyka ve výuce anglického jazyka, následně zasazení mateřského jazyka do teoretického rámce z pohledu pedagogické komunikace a uzavírá ji kapitola, která na základě postojů odborníků vymezuje různé role učitele ve třídě.

První kapitola teoretické části se soustřeďuje na přístup ELT k využití mateřského jazyka. Nejprve je pojednáno o metodách, jež mají vyhraněný přístup a vliv na využívání mateřského jazyka v hodinách angličtiny. Jmenovitě se jedná o metodu gramaticko-překladovou, metodu přímou, metodu audio-orální, metodu komunikativní a metodu projektovou. Následující pasáž se snaží nastínit možný vliv využití mateřského jazyka na cíle ELT. Nejdříve jsou tyto cíle definovány na základě kurikulárních dokumentů. Dokumenty se shodují, že cílem výuky cizích jazyků je rozvíjet dané kompetence, a jelikož tato práce je zaměřena na komunikaci, je zde rozvedena kompetence komunikační. Následně je diskutován přístup těchto dokumentů k využití mateřského jazyka v hodinách cizího jazyka. V posledních dvou částech této kapitoly jsou dále rozvíjeny důvody, které uvádějí experti, proč používat či nepoužívat mateřský jazyk ve výuce anglického jazyka.

Druhá kapitola pojednává o pedagogické komunikaci a zasazuje použití mateřského jazyka do širšího rámce pedagogické komunikace. Nejprve je definována pedagogická komunikace a je upřesněno, že tato práce se bude zabývat pouze verbální komunikací. Jsou zde zmíněny různé přístupy k rozdělování typů pedagogické komunikace a rozdělení podle možné připravenosti na komunikaci je zde více rozvedeno, jelikož právě připravenost může být faktor ovlivňující využití mateřského jazyka. Následně jsou uvedeny funkce pedagogické komunikace, ze kterých jsou derivovány komunikační situace vyskytující se v učebním procesu. Další podkapitola pojednává o funkcích a cílech pedagogické komunikace. Než začne pedagogická komunikace plnit své funkce a cíle, je dle autorů Mareše a Křivohlavého (1995, 25) nejdříve potřeba dosáhnout optimální pedagogické komunikace. Na základě jejich výroku jsou dále uvedeny možné postupy, jak této optimální komunikace dosáhnout. Autoři dále uvádí, že pokud je komunikace optimální, má určité funkce a dosahuje daných cílů, které jsou v práci dále rozvíjeny. Dále je pojednáno o pravidlech pedagogické komunikace a zakotvení využití mateřského jazyka v těchto pravidlech, které jsou uvedeny v ŠVP. V závěru první kapitoly jsou definovány účastníci pedagogické komunikace a druhy interakcí. Na základě cíle práce jsou

vybrány relevantní druhy interakcí (učitel–žák a učitel–žáci) a společně se situacemi vzniklými z funkcí pedagogické komunikace jsou derivovány a blíže popsány situace, které budou observovány v praktické části.

Třetí a zároveň poslední kapitola teoretické části se zabývá rolemi učitele ve třídě. Nejprve jsou popsány různé přístupy k definici těchto rolí. Ačkoliv se celkové koncepty těchto rolí příliš neliší, terminologie je rozdílná. V návaznosti na tyto role jsou odvozeny situace, ve kterých jsou přítomné požadované interakce. Některé ze situací vyplývajících z rolí učitele byly již nadefinovány v předchozí kapitole, tedy v závěru této kapitoly jsou rozvedeny pouze ty situace, které nebyly zmíněny již dříve.

Následuje praktická část, která je tvořena ze tří hlavních kapitol. Cílem těchto kapitol bylo představit výzkum realizovaný na dvou základních školách v okrese Kutná Hora. Nejprve je představen kvalitativní výzkum a jeho cíl. Dále jsou představeny výzkumné otázky, které zní:

- Jaký je přístup učitelů anglického jazyka na využití mateřského jazyka v hodinách angličtiny?
- Používá učitel anglického jazyka mateřský jazyk v hodinách angličtiny?
- Pokud učitel anglického jazyka používá mateřský jazyk v hodinách, v jakých situacích mateřský jazyk používá?
- Pokud učitel anglického jazyka používá mateřský jazyk v hodinách, za jakým účelem mateřský jazyk používá?

Dále jsou představeny základní školy, na kterých se výzkum uskutečnil a také výzkumné subjekty, tedy čtyři učitelé angličtiny na 2. stupni, a kritéria na základě kterých byli osloveni. Požadovaná diverzita výzkumných subjektů na základě délky praxe a pohlaví byla dodržena. Následně jsou představeny metody a nástroje pro sběr dat a je blíže popsána jejich struktura. Sběr dat byl uskutečněn pomocí observací a rozhovorů. V následující pasáži jsou popsány observace a observační list. Autorka shrnuje všechny situace, které byly derivovány z teoretické části a představuje je v observačním listu. Tyto situace jsou dávání instrukcí, předávání znalostí, řešení disciplinárních problémů, poskytování pozitivní zpětné vazby, poskytování korektivní zpětné vazby, dávání rad a povzbuzování. Během sběru dat bylo uskutečněno osm observací, dvě s každým výzkumným subjektem, a data byla zaznamenávána do předem připraveného observačního listu, který je přiložen v příloze A. Rozhovory byly částečně strukturované, tedy na začátku byly subjektům položeny úvodní otázky týkající se jejich postoje k využití mateřského jazyka v hodinách angličtiny. Druhá část rozhovoru nebyla strukturovaná a otázky se odvíjely od observovaných situací. Cílem těchto otázek bylo zjistit, za jakým účelem byl

mateřský jazyk v dané situaci použit. Dále je popsán proces sběru dat, který probíhal od listopadu 2022 do ledna 2023.

Ve druhé kapitole praktické části je popsána analýza získaných dat. Jako první jsou analyzovány observace. Cílem analýzy jednotlivých observací bylo zjistit, zda učitelé použili mateřský jazyk v hodinách. Z observačních listů byla data přepsána do tabulek, do kterých bylo zaznamenáno, zda učitel použil mateřský jazyk v daných situacích. Byly zde také blíže popsány situace, které autorka observovala a zaznamenala do observačních listů, aby byla zajištěna správnost rozdělení do vybraných situací. Analýza ukázala, že učitelé mateřský jazyk v observovaných hodinách používali. Následně byla data ze všech observací selektována podle situací a vyobrazena v grafu. Cílem bylo zjistit, v jakých situacích učitel použil mateřský jazyk. Bylo zjištěno, že učitelé použili mateřský jazyk ve všech determinovaných situacích, a neobjevily se žádné jiné situace, ve kterých by byl mateřský jazyk použit. Autorka ale dodává, že pro situace dávání rad a povzbuzování je potřeba další výzkum, jelikož se v observovaných hodinách téměř neobjevily, tedy není možné udělat konkluzivní závěr. Dále byly analyzovány rozhovory pomocí metody otevřeného kódování. Po pečlivém pročtení rozhovorů byly vybrány nejčastěji opakující se fráze. Následovalo axiální kódování, jehož cílem bylo zapsané fráze přiřadit k fenoménům vztahujícím se k této problematice a vytvořit tzv. kódy. Poslední fází bylo selektivní kódování, které jednotlivé kódy zařadilo do kategorií. Metoda otevřeného kódování byla použita pro analýzu obou částí rozhovorů. Z první, strukturované části vyplynulo, že ačkoliv se postoje učitelů k dané problematice liší, což je mimo jiné v souladu s předpoklady z teoretické části, všichni zúčastnění učitelé se shodli na tom, že se použití mateřského jazyka snaží co nejefektivněji vyhýbat. V druhé části rozhovorů učitelé hovořili o účelech použití mateřského jazyka v observovaných situacích. Z analýzy vyplynulo, že učitelé používají mateřský jazyk za účelem studentova porozumění, prevence disruptivního chování, udržení plánovaného tempa hodiny ale také pro svoje usnadnění výuky.

Poslední kapitola praktické části shrnuje dosavadní zjištění a odpovídá jim na výzkumné otázky.

Práce je zakončena stručným shrnutím. Závěry tohoto výzkumu ale není možné zobecňovat, jelikož jak již bylo řečeno v teoretické části, profesní filozofie učitelů je velmi rozmanitá, a tedy i to zda, v jakých situacích a za jakým účelem učitelé používají mateřský jazyk v hodinách angličtiny se může u jednotlivých učitelů lišit.

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Appendices

Appendix A – Empty observation sheet and interview scheme

Observation sheet no.

Observed teacher no.

Class:

Date:

Topic of the lesson:

Situation in which the teacher can use L1	Did the teacher use L1?	Description of the situation(s)
Giving instructions		
Exchanging knowledge		
Dealing with discipline problems		
Giving positive feedback		
Giving corrective feedback		
Giving advice		
Providing positive encouragement		

Interview

Úvod:

Dobrý den, jmenuji se Veronika Žáková a jsem studentkou bakalářského studijního programu Anglický jazyk pro vzdělávání na Univerzitě Pardubice. Pomocí tohoto rozhovoru realizuji praktickou část své bakalářské práce, která se zabývá využíváním mateřského jazyka v hodinách angličtiny. Cílem této části je zjistit zda, v jakých situacích a za jakým účelem učitelé anglického jazyka používají v hodinách český jazyk.

Cílem tohoto rozhovoru, je zjistit Váš postoj k dané problematice a konzultovat jednotlivé situace, ve kterých jste použil/a mateřský jazyk při mnou observované hodině.

V bakalářské práci nebudou zveřejněna žádná jména a záznam z tohoto rozhovoru nebude nikde zveřejněn a bude použit pouze pro účely mé bakalářské práce. Poprosím vás, abyste potvrdil/a, že jste obeznámen/a a souhlasíte s nahráváním rozhovoru.

Otázka na začátek:

Byla hodina, která byla observovaná něčím výjimečná?
(Was the observed lesson different from usual?)

Jaký máte přístup k používání českého jazyka v hodinách?
(What is your approach towards the usage of L1 in lessons?)

Následné otázky na konkrétní situace z observované hodiny – za jakým účelem učitel ČJ používal?

Závěr: To je z mé strany vše, pokud nemáte nic, co byste chtěl/a dodat, moc Vám děkuji za váš čas.

Appendix B – Filled observation sheets

Observation sheet no.1

Observed teacher no. 1

Class: 9. A

Date: 24. 11. 2022

Situation in which the teacher can use L1	Did the teacher use L1?	Description of the situation(s)
Giving instructions	YES	The teacher used L1 for giving additional task to the student who was done first ‘Vymysli věty s těmito slovíčky...’; The teacher gave advanced instructions in English, but the students did not understand, so the teacher explained them in L1 ‘Vypište si informace z textu...’;
Exchanging knowledge	YES	The teacher explained present perfect (usage and formation); ‘Tento čas používáme, když...’;
Dealing with discipline problems	YES	The student was doing noises, so the teacher asked them ‘Můžeš být prosím potichu?’;
Giving positive feedback	YES	The teacher provided positive feedback for correct guessing of the word ‘Super, vidíš jak ti to jde!’;
Giving corrective feedback	NO	The teacher used only English for giving positive feedback ‘He HAS – 3 rd person singular’;
Giving advice	N/A	This situation did not occur during the observation.
Providing positive encouragement	N/A	This situation did not occur during the observation.

Observation sheet no.3

Observed teacher no. 2

Class: 9. B

Date: 13. 12. 2022

Situation in which the teacher can use L1	Did the teacher use L1?	Description of the situation(s)
Giving instructions	YES	The teacher gave instructions in L1 when it was obvious that students do not understand 'Na tabuli vidíte 3 věty. Zkuste vymyslet, jaký je mezi nimi významový rozdíl.';
Exchanging knowledge	YES	The teacher tried to explain the grammar in L2, but the students answered in L1, so the teacher switched to L1 too 'Ano, tvoří se pomocí...';
Dealing with discipline problems	YES	The student was walking around without permission, so the teacher used L1 to address this misbehaviour 'Sedni si na své místo, a nevyrušuj.'
Giving positive feedback	NO	The teacher used only L2 in this situation 'Great!' 'Perfect!'
Giving corrective feedback	NO	The teacher used only L2 in this situation 'This is incorrect because this word means... and you wanted to say...';
Giving advice	N/A	This situation did not occur during the observation.
Providing positive encouragement	N/A	This situation did not occur during the observation.

Observation sheet no.5

Observed teacher no. 3

Class: 8. A

Date: 11. 1. 2023

Situation in which the teacher can use L1	Did the teacher use L1?	Description of the situation(s)
Giving instructions	NO	The teacher used only L2 'Go through the task and fill in the gaps.';
Exchanging knowledge	NO	When the student was confused about the meaning of a word the teacher asked their classmate to help him translate it 'Michal! Help Šíma, what does it mean?';
Dealing with discipline problems	YES	The student was interrupting by screaming, so the teacher asked them to be quiet 'Můžeš se ztišit?';
Giving positive feedback	NO	The student asked the teacher in L2 if they filled in the task correctly and the teacher gave them positive feedback in L1 'Yes, that's correct.';
Giving corrective feedback	YES	The student asked the teacher if they filled in the correct word and the teacher responded in L1 'Máš doplnit slovíčko, které znamená hloupý a směšný. 'Funny' sice znamená směšný, ale ne hloupý.'
Giving advice	N/A	This situation did not occur during the observation.
Providing positive encouragement	YES	The teacher provided corrective feedback in L1 and encouraged the student in L1 'Zkus najít vhodnější slovíčko, to zvládneš.'