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DIPLOMA THESIS

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Statutory declaration

Hereby I declare that I wrote the presented diploma thesis independently and did not use any sources that are not mentioned in the Bibliography section.

In Prague, 26th June 2014

Julie Smejkalová

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Abstract

The thesis is concerned with the role of the target language in foreign language teaching. The objective of the thesis is to discuss the influence of teaching English by means of the target language on communicative competence of young learners. The theoretical part elaborates the theoretical principles that concern employment of the target language in teaching. Futhermore, it analyses the factors influencing foreign language learning, discusses the possibility of language acquisition in the classroom and studies the influence of using the target language as the language of communication and instruction. Subsequently, it provides synchronic and diachronic analysis of L2 and L1 use in English language teaching methodology. In conclusion, the theoretical part evaluates the benefits of teaching by means of the target language, anticipates some risks and problems concerned with teaching exclusively by means of the target language and proposes techniques for maximization of the target language use.

The semi-quantitative research studies the issue of the role of the target language in the classroom on the basis of monitoring a sample of teachers of Czech primary schools. Primarily, it investigates the amount of comprehensible input that young learners are provided with and means that teachers employ in order to enable comprehension. Subsequently, data obtained are evaluated in relation to information gained on the basis of stuctured interview with teachers which aimed to find out the teachers´ attitudes and beliefs concenrnig L1 and L2 application in ELT. The interpretation of data obtained is based on the findings of the theoretical part and it is focused on the aim of young learners´ communicative competence development.

Key words

Communicative competence, language teaching, language learning, language acquisition, target language, native language

Anotace

Diplomová práce se zabývá rolí cílového jazyka ve výuce angličtiny. Cílem práce je prozkoumat vliv výuky prostřednictvím cílového jazyka na rozvoj komunikativní kompetence žáků prvního stupně základní školy. Teoretická část zpracovává zásady, které se vztahují k užití cílového jazyka ve výuce. Dále analyzuje faktory ovlivňující výuku cizího jazyka, zabývá se možností přirozeného osvojování jazyka ve školní třídě a vlivem užití cílového jazyka pro komunikaci a výuku. Následně je v teoretické části poskytnuta synchronická a diachronická analýza užití cílového a mateřského jazyka ve výuce angličtiny. Závěr teoretické části zvažuje výhody výuky prostřednictvím cílového jazyka, předjímá možné obtíže související s výukou výhradně v angličtině a nabízí postupy pro maximalizaci užití cílového jazyka.

Semikvanitativní výzkum založený na pozorování výuky učitelů českých základních škol zkoumá roli cílového jazyka ve třídě. Výzkum se zaměřuje zejména na zjištění množství srozumitelného přísunu cílového jazyka zprostředkovaného učiteli a prostředky, s jejichž pomocí učitelé zprostředkovávají srozumitelnost. Následně jsou data z pozorování zhodnocena ve vztahu k informacím, které byly získány na základě strukturovaného rozhovoru s učiteli, a jehož cílem je zjistit postoje a názory učitelů týkající se užití mateřského a cílového jazyka ve výuce angličtiny. Interpretace dat je podložena závěry teoretické části a zaměřuje se na rozvoj komunikativní kompetence žáků jako na cíl výuky cizího jazyka.

Klíčová slova

Komunikativní kompetence, výuka jazyka, učení se jazyku, osvojování jazyka, cílový jazyk, mateřský jazyk

Introduction

Creation of authentic environment for language learning in interconnection with an extensive use of the target language in the classroom, could be determined as one of the basic principles in ELT in the 21st century. Using the target language as a vehicle of communication in the classroom is supported by a number of applied linguists and teacher educators. Various researches show its beneficial effect on successful language acquisition. Providing learners with the maximal range of possibilities for meaningful communication in the process of language education is literally considered essential by the main European and American documents and organizations for FLT.

The thesis is concerned with the possibility of teaching language predominantly by means of the target language. In the theoretical part, communicative competence is elaborated as the main aim of language learning and its development in the process of classroom communication. Subsequently, with the focus on the category of young learners, the theoretical part analyses factors that influence foreign language learning, discusses the possibility of language acquisition in the classroom and studies principles and influences of the target language use as the language of communication and instruction. Further, synchronic and diachronic analysis of L2 and L1 use in English language teaching methodology is provided. Finally, the theoretical part evaluates benefits of the target language use in the classroom, proposes the strategies for maximization of the target language use and techniques for planning and preventing drawbacks in teaching through the target language. In conclusion, the theoretical part raises the question whether learners in Czech schools are presented with such organized and extensive target language employment as desirable.

The last section lays the foundation for the practical part that aims to survey the degree of the target and the native language use by teachers during lessons of English in Czech elementary schools, namely 3rd – 5th grades. The objective is to determine the amount of comprehensible input to which young learners are exposed and the techniques that teachers employ in order to make their language comprehensible. The research also deals with the question whether authentic acquisition-friendly learning environment is created. Furthermore, the practical part aims to find out the attitude of the observed teachers towards teaching through the target language or employment of L1. Another aim is to find connection between teacher´s ability to provide comprehensible input and beliefs concerning the possibility to use the target language as a medium of communication and instruction in the classroom.

1 Theoretical part

1. 1. Communicative Competence

Nowadays, there is a high level of agreement among linguists concerning the main content of the concept of communicative competence. Despite that fact, the majority of English language teachers would probably define its aspects rather hesitantly. Therefore, before undertaking any research dealing with English language teaching, it is essential to introduce and determine the main aim of a foreign or second language teaching – attainment of communicative competence. The chapter briefly summarizes the development of understanding the concept of communicative competence. It aims to present the current conception of communicative competence (or ability) and the way it is elaborated in the main document of Council of Europe: The Common European Framework of Reference for Languages. Subsequently, the chapter deals with the factors that improve communicative competence. One of the fundamental factors is maximizing English language use in the classroom.

1. 1. 1. The development of the concept of CC and the process of communication

In the first quarter of the 20th century, the Swiss linguist **Ferdinand de Saussure** laid the theoretical foundations for the development of the content of communicative competence. The representative of structuralism in linguistics views language as a collective product of social interaction, an essential instrument to articulate the world. He distinguishes **langage** – the actual language spoken such as for instance French, German of English; **langue** – universal system with an underlying, fundamental structure and parole – the particular speech act performed by an individual in certain circumstances (Harris xii).

The structuralistic concept of language had governed almost for the half of century, until the 1960's when the American linguist and cognitive scientist **Noam Chomsky** outlined the distinction between **competence** (the monolingual language speaker´s knowledge of language) and **performance** (actual use of language in real situations) in his influential work *Aspects of the Theory of Syntax* (Bagarić, and Djigunović 94-95). Whereas Saussure perceives language as an abstract system, general principles of language common for all users of the certain code, Chomsky individualizes the concept describing competence as an idealized

capacity of each individual to create unlimited number of utterances. Therefore, Chomsky presents competence as user´s personal knowledge concerning the system of language (Chomsky 3-5).

Nevertheless, certain aspects of Chomsky´s interpretation of language competence met heavy criticism in the years following their introduction. The proponents of the communicative approach in language teaching expressed their disagreement with the construct of competence that takes into account only linguistic factors and performance as static outcome of one individual, independent on social interaction. According to their view, linguistic competence alone is insufficient as a theoretical basis for the methodology of language learning, teaching and assessment. Hymes considers performance the "product of social interaction" (Hymes 271). He was the first linguist that coined the term *communicative competence* introducing sociolinguistic aspect into the language use. In his work *On Communicative Competence*, he claims that language use "takes into account the interaction between competence (knowledge, ability for use), the competence of others, and cybernetic emergent properties of events themselves" (Hymes 283).

Savignon perceives communication as a "rather dynamic" process as well. Savignon outlines it as competence of "negotiation of meaning between two or more persons" (8). In her view competence to communicate depends on "one´s own understanding of the context and prior experience of a similar kind" (9). Therefore, they add to Chomsky´s so called grammatical competence sociolinguistic and contextual competence.

In the beginning of the 80's **Canal and Swain** proposed the model of communicative competence consisting of **grammatical**, **sociolinguistic** and **strategic competence**. The last one is regarded as the competence to transfer the meaning by means of performing various illocutionary acts in the case of communicative failure (such as rephrasing, asking for clarification). To this model Canal subsequently adds discursive competence – the ability to construct a coherent product by means of cohesive devices (Kostková 46).

The last highly influential model on current conception of communicative competence was presented in 1990 by **Bachman**. According to him, communicative language ability consists of **language competence**, **strategic competence** and **psychophysiological mechanisms**. Bachman chooses the term "communicative ability", for the reason that it combines "both, knowledge or competence in the language, and the capacity for

implementing or using this competence" (Bachman 82). Therefore, Bachman highlights a perception of language as a means of communication rather than as a system.

- **Language competence** is in Bachman´s conception divided into **organizational competence** (grammatical and textual competence) and **pragmatic competence** (illocutionary and sociolinguistic competence) (IBID 87)
- **Strategic competence** – Bachman, as well as his predecessors, stresses then importance of capacity that "relates language competence, or knowledge of language, to the language user´s **knowledge structures** and the features of the **context** in which communication takes place" (IBID 107)
- **Psychophysiological mechanisms** refer to the "neurological and psychological processes involved in the actual execution of language as physical phenomenon" (IBID 84)

The model of communicative ability, the work that had the serious impact on the construct of current European education, which was according to Byram presented under the auspices of the Council of Europe (9), was elaborated by Jan van Ek. Van Ek´s model (1986) consists of six competences: **Linguistic** (grammatical), **sociolinguistic**, **discursive** and **strategic** ompetences, which to a certain point correspond with the model of Canal and Swain (Kostková 47), the other ones, according to Byram, are **socio-cultural** competence (presupposing a certain degree of foreign language learner´s familiarity with a socio-cultural context) and **social competence** (involving the will and skill to interact with others) (10).

The collective of authors of the document of CEFR follow some of the presented models and put the concept of CC into a broader socio-cultural context (Kostková 50-51). It divides the aims of foreign language education in the spheres of **general competence** of language use and language **communicative competence**. The Elaborated list of communicative competence according to CEFR is following:

- **General competence**
  - **Declarative knowledge**: Knowledge of the world (savoir), Sociocultural knowledge and Intercultural awareness
  - **Skills and know-how** (savoir faire): Practical skills and know-how, Intercultural skills and know-how and Existential competence (attitudes,

motivations, ethical and moral values, beliefs, cognitive styles, personality factors)

- o **Ability to learn** (savoir apprendre): Language and communication awareness, General phonetic awareness and skills, Study skills and Heuristic skills

- **Communicative language competences**
  - o **Linguistic competences**: "lexical, phonological, syntactic knowledge and skills and other dimensions of language as system" (Council 13)

    Lexical competence „knowledge of, and ability to use, the vocabulary of a language, consists of lexical elements and grammatical elements" (IBID 110)

    Grammatical competence „knowledge of, and ability to use, the grammatical resources of a language" (IBID 112)

    Semantic competence „deals with the learner's awareness and control of the organisation of meaning" (IBID 115)

    Phonological competence „a knowledge of, and skill in the perception and production of: the sound-units (phonemes) of the language and their realisation in particular contexts (allophones)" (IBID 116)

    Orthographic competence „a knowledge of and skill in the perception and production of the symbols of which written texts are composed" (IBID 117)

    Orthoepic competence

  - o **Sociolinguistic competence**: „refers to the sociocultural conditions of language use" such as „rules of politeness, norms governing behaviour between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community" (IBID 13)

  - o **Pragmatic competences**

    Discourse competence: „the mastery of discourse, cohesion and coherence, the identification of text types and forms" (IBID 13) „relating to the organising and structuring of texts", and „drawing on scenarios or scripts of interactional exchanges" (IBID 123).

Functional competence: „relating to the communicative function of utterances" (IBID)

Interestingly enough, the document of CEFR conceives communicative competence only in terms of knowledge. Bagarić and Djigunović in their article "Defining Communicative Competence" point out that "each component of language knowledge is explicitly defined as knowledge of its contents and ability to apply it" (99). According to Newby, when it comes to the description of communicative competences, it seems „that the CEFR scarcely breaks new ground" (30).

Nevertheless, the one of the strongest points of the document is that it concentrates not only on competence, but also on the „dynamic aspect"– performance. The CEFR defines it as an „action oriented" approach (Council 9). Concerning the language teaching it means that acquisition of competence is rather adaptive than accumulative, since as Widdowson claims "learners proceed not by adding items of knowledge or ability, but by a process of continual revision and reconstruction" (140-141).

One of the three main hypotheses which highlight Croft and Cruse in their book *On Cognitive Linguistics* is that „Knowledge of language emerges from language use" (qtd. in Newby 17). Due to the fact that language is used via the process of communication, it seems essential to stress certain aspects of natural communication. David Newby proposes the model in which he attempts to highlight subsequent aspects of communication:

- language consists of speech events arising from the desire or need to carry out an activity: i.e. to encode perceptions into spoken or written language for a specific purpose (addressor); or to decode perceptions (addressee)
- language is a reflection of a human being's mental reality, which consists, among other things, of communicative (including cultural) competence and schematic constructs
- all language use takes place in a context
- language is a process in which perceptions of the world are encoded into language
- language is used for a purpose and has an outcome
- the act of performance requires the speaker and listener to apply various processing and communication strategies
- language is both a knowledge-based and a skill-based phenomenon (Newby 21-22)

This implies that for the purpose of improvement communicative competence it is necessary to consider the aspects of the process of communication itself.

1. 1. 2. Developing communicative competence in the process of communication

In order to impart natural communication to students in the classroom, it is essential to create an authentic communicative environment. According to Willis, since the main aim of learning a language is to learn to communicate in that language, the target language should be established as a means of communication (xiii), since this enables not only learning, but also language acquisition. In case of using English as a language of communication in the classroom, students are already provided with the context and there is a certain purpose of communication. As Rod claims, "ideally, the second language needs to become the medium as well as the object of instruction." ("Principles of Instructured Second Language Acquisition" 4)

A number of researches reached the conclusion that target language instruction has a beneficial effect on second language acquisition. For instance, the four-year-long study conducted in Netherlands provided the evidence that classes with target language instruction use performed better in speaking, listening and reading comprehension (Bot, Admiraal, and Westhoff 75-93). Another example, the recent study of Meng and Wang, shows enormous importance of quality and quantity of teacher´s input and together with the research of Wang and Castro supports use of the target language as a vehicle for communication in the classroom (Meng, and Wang 98-104).

Generally considered the best way of learning language through real use is supported by a number renowned applied linguists and teacher educators, e.g. Stephen Krashen, Rod Ellis, Henry Widdowson, William Littlewood, Opal Dunn, or Jane Willis. Moreover, K–16 Standards for Foreign Language Learning in 21st century emphasize the crucial role of the target language interaction in language learning. Using the target language as extensively as possible by both teacher and learners is also recommended by the American Council of Teaching Foreign Languages (Crouse 24). The advantages of communicating in the classroom by means of the target language proposed by Willis are:

- unconscious practice of language skills while being taught specific language items (e. g. learning how to listen and pick up key words)

- ability to infer points from intonation and stress

- reduction of an amount of interference from L1 by beginning to think in English

- acquisition of patterns and lexis that has not been specifically taught

- using language for two-way communication (asking-answering) (1).

Haliwell mentions in her book *Teaching English in the Primary Classroom* some other benefits of extensive target language use:

- encourages trust to the instinct to predict meaning in spite of limited linguistic understanding

- provides an element of indirect learning

- increases an amount of exposure to the language (15).

Finally, according to Littlewood, using the target language for classroom management makes learners perceive and appreciate the foreign language as vehicle for communication, something that you use "for real", since it plays the role of a medium for discussing matters of immediate importance (*Communicative Language Teaching* 45). Jane Willis in her book *Teaching English through English* provides variety of practical examples that turn the target language into natural resource for classroom communication that raise communicative competence of learners. Therefore, using the target language as a medium for communication prepares learners to employ the foreign language for numerous communicative purposes (e. g. greetings/introducing, beginning a chat, taking turns to speak (Willis 21-22) and to practice it in the number of language functions (e. g. apology, agreement, refusal, request, clarification, intention, advice, suggestion, opinion, prohibition). To sum up, the employment of the target language in classroom management highlights necessity of the target language and its possible use as the medium of communication.

1. 1. 3. Developing communicative competence by means of classroom activities

In 1981, William Littlewood, the proponent of communicative language teaching, presented a "methodological framework" in which he divides language activities in the classroom into:

- **Pre-communicative activities**
  - **Structural activities** (different types of drills or question-and answer practice)

- o **Quasi-communicative activities** (practice of language forms that create link to their potential functional meanings)
- **Communicative activities**
  - o **Functional communication activities** (situations to overcome an information gap or to solve a problem, learner is supposed to "find the language necessary to convey an intended message effectively in a specific context" (Kumaravadivelu 127))
  - o **Social interaction activities** (situations in which learner is supposed to take account social and functional meaning of different language forms and perform them according to the context) (*Communicative Language Teaching* 85-89)

Pre-communicative activities aim to provide learners with fluent control over the linguistic forms. The main criterion is learner´s production of acceptable language. Therefore, rather form-focused feedback is required. In the stage of communicative activities, the criterion for success is to convey the meaning effectively. This demands meaning-focused feedback. The production of linguistic forms "becomes subordinate to higher-level decisions, related to the communication of meanings" (IBID 84-91).

According to Appel (1994) and Lantolf (2000) learning occurs "when biologically determined mental functions evolve into more complex "higher order" functions through social interaction" (qtd. in Ellis *Language teaching research and language pedagogy* 112). This supports the fact that participation in social interaction activities is fundamental for successful language learning. Moreover, learner´s interaction in communicative activities significantly increases student talking time, which is highly beneficial for language acquisition, since, according to Ellis, classroom research shows that teacher talking time is usually as high as two thirds of total talking time (IBID 117).

1.2.4. Communicative Competence and Young Learners

For children´s successful development of communicative competence an interactive environment and engagement in meaningful communication is of upmost importance. In accordance with Seiler, children learn language in the context of communicating and conversely learn communication strategies while they are learning the fundamentals of

language and connected speech (qtd. in Dunn 45). From the development of understanding of communicative competence (see Chapters 1.1.1.-1.1.4.), it is apparent that the importance of the role of context in language learning and teaching has started to be taken into consideration more significantly.

The sufficient aspect of sociolinguistic and pragmatic competence is illocutionary and sociolinguistic competence. For their development general knowledge of the world and context is essential. In case of using the target language as a resource for communication in the classroom, children are provided with the possibility of language acquisition. Authentic communicative environment makes the learners use language effectively and appropriately.

According to Littlewood, young learners have an immediate need to communicate in English, therefore, activities should be conducted in the target language right from the beginning (*Communicative Language Teaching* 47). The turning point for children is to begin to communicate, after this acquisition takes place quite naturally (Dunn 20). Hawkes points out that "primary level teaching materials are likely to be communicative in general rather than building communicative competence by systematic steps" (33).

In her book *Beginning English with Young Children* Dunn highlights aspects of basic syllabus that supports attainment of communicative competence of young learners:

Part 1: to equip children with the means to communicate at a basic level in simple spoken and/or written language in predictable situations

- by exposing them to prefabricated language with little creative language in the initial stages

- by leaving any unsuitable language, for example conceptually too advanced or structurally too complex until Part 2 of the syllabus

- by exposing them to constant recycling and repetition of the same language

Part 2: to enable children to talk and write at a basic level about themselves, their immediate surroundings and interests (20).

Therefore, in the very initial stages of language learning it is fundamental to provide children with sufficient amount of prefabricated language by means of constant repetition of the same routines. It is necessary to help the young learners to perceive the language as an elastic resource and to realize that "even a little can go a long way".

Nevertheless, prior to further elaboration of techniques that enable young learners to attain an ability to communicate, it is considered essential to provide an analysis of a process of second language acquisition.

1.2. Specifics of Foreign Language Teaching and Language Teaching to Young Learners

The first objective of the following chapter is to outline distinction between processes of learning and acquisition. The chapter takes into consideration the possibility of critical period for language acquisition and, therefore, highlights the fact that particularly in case of teaching young learners it is desirable for teacher to create an authentic second language environment that enables not only learning, but also language acquisition.

1.2.1. Learning and Acquisition

Language Learning

The term learning refers to the „conscious process of internalising a second language" (*Language Learning* 3). It requires an active participation and an effort to learn the language. According to Krashen it incorporates knowing the rules, being aware of them, and being able to talk about them (10). Some synonyms include formal knowledge of a language, or explicit learning. Yule presents learning as "a more conscious process of accumulating knowledge of the features, such as vocabulary and grammar, of a language, typically in an institutional setting" (163).

Language Acquisition

Acquisition is the natural "subconscious process similar to the way that children develop ability to speak in their first language" (Krashen 10-11). Yule defines acquisition as "the gradual development of ability in a language by using it naturally in communicative situations" (163). Krashen highlights the necessity of focusing learner's attention on meaning rather than form, since it enables acquisition „a spontaneous and incidental process of rule internalization that results from natural language use" (10). However, according to Kumaravadivelu, due to the fact that language acquisition as an internal process that can be

studied only through its external manifestation (49), it might never be completely understood. As Gregg points out, understanding of this process "requires the contribution of numerous fields, form linguistic theory to anthropology to brain science" (Gregg 86).

1.2.2. Critical Period

In 1967, in the book Biological Foundations of the Language, Eric Lennerberg outlined the hypothesis that "human language acquisition was an example of biologically constrained learning, and that it was normally acquired during a critical period, beginning in early life and ending in puberty. Lennerberg suggested that outside of this period language could be acquired only with difficulty or by different learning process" (qtd. in Newport 737). The book raised an extensive research trying to answer the question whether critical period in language acquisition indeed exists. Despite the fact that numerous studies provided the evidence supporting the existence of a period after which complete acquisition of a second language becomes hardly accessible (Curtiss, 1977; Johnson and Newport, 1989; Long, 1990; Newport, 1990; Krashen et al., 1982; Yamada et al. 1980; Berley, 1996), many experts consider the research still open to other interpretations (Cook, 2001; Newport, 2006; Singleton 1989).

The discussion of the critical age period is still not closed, however, there is a fairly strong evidence of its existence in "acquiring phonological and grammatical patterns of the language and in organizing the neural mechanisms for handling these structures in a proficient way" (Newport 737).

Nevertheless, both proponents and opponents of the existence of the critical period tend to come to one conclusion: language acquisition is highly influenced by the factor of age – young and adult learners acquire language differently (Cook 133-36). According to the research of neurolinguistic perspective of SLA, young learners tend to acquire faster than older learners with more mature cognitive system capable of abstract thinking, classification and generalization (Ellis *Understanding second language acquisition* 103-06). Spolsky and Cook came to an agreement that natural L2 situation may favour children and child is more open than adult to L2 learning in informal situations. On the other hand, adults tend to take a higher benefit from formal classroom learning that requires "skills of abstraction and analysis" of which young learners are not capable (Cook 135). These facts are also supported

by Opal Dunn, who claims that adolescents and adults being able to learn language by conscious analysis have weaker acquisition ability than children (8).

The above mentioned discussion serves for a basis to proposal that the age of 8-10 is high time to provide children with an environment maximizing the possibility of language acquisition. This is concerned with the further elaboration of factors that influence young learners´ acquisition in the classroom.

1.2.3. Young Learners

According to compilers of ESOL examinations, the age range of young learners is usually estimated to be from the age of 6-7 (the start of formal education in the majority of countries) until 12 (the time when children begin to experience significant cognitive and emotional changes) (Cambridge 2).

In order to provide young learners with the ideal conditions for language learning, it is important to be aware of certain young learners´ characteristics that influence SLA, some of them, according to Halliwel, are that children:

- are very good in interpreting meaning without necessarily understanding the individual words
  - frequently learn indirectly than directly
  - have a great skill in using limited language creatively and have a ready imagination
  - above all take great delight in talking
  - take great pleasure in finding and creating fun in what they do (3)

1.2.4. Factors Affecting Second Language Acquisition in the Classroom

The extent to which acquisition or languages learning becomes successful is affected by an enormous number of factors . In 1989, 74 conditions influencing language learning were defined by Spolsky (Kumaravadivelu 30). According to Kumaravadivelu, the basic factors influencing language acquisition are: **age, anxiety, interaction** and **interpretation**, **learning strategies** and **communication strategies**, **attitudes** and **motivation**, **language knowledge** and **metalanguage knowledge, social context** and **educational context** (IBID). In the

following chapter it is important to consider the factors that enable language acquisition in the classroom and that are possible to influence by teachers attitudes and practices.

Concerning language acquisition theory, acquisition is enabled under the conditions which are as natural as possible. According to the language teachers and teacher trainers of Foreign Language Resource Center at Iowa State University, the essential concepts of Second Language Acquisition that teachers should be aware of are:

- Children acquire language best in a low-anxiety environment
- Meaning can be communicated in L2 without the use of L1
- Children acquire language through a focus on meaning rather than on form
- A relevant, meaningful context is necessary for effective language acquisition
- The teacher can use a variety of techniques to make the language understandable to children (comprehensible input)
- Children acquire language through extended listening experiences and negotiation of meaning
- Children involve many senses in the acquisition process (Paerson 4-5)

Cognitive research stresses the importance of meaningfulness, metacognition, and process in learning. Cognitive psychologists perceive learners as active participants of learning situations that are involved in shaping and controlling learning processes (Paerson 8). Teresa Kennedy in her article „Language Learning and Its Impact on the Brain: Connecting Language Learning with the Mind Through Content-Based Instruction" highlights the necessity of sensory and emotional involvement and its influence on language acquisition:

- We use our emotions to tell us what is important to learn and what to remember
- The brain stores information based on functionality and meaningfulness.
- Emotions drive attention
- Attention drives learning and memory (479).

According to Canadian educator Kieran Egan, emotions have primary importance especially for young learners, since they make sense of things through emotional and moral categories (Paerson 16).

1.2.5. Basic Principles of Teaching through the Target Language

Young learners usually get used to the idea of learning English only by means of English quite soon and they appear to be motivated by the challenge of understanding and using English (Dunn 50). However, teaching without employment of translation or explanation in L1 requires a careful planning of activities, oral practice of instructions and classroom management phrases. Acquisition should be supported by an adequate application of visual reinforcement, toys, puppets, stories, rhymes and songs, adding miming or gesture along with providing children with opportunities to use and repeat prefabricated language. For an ideal language acquisition it is essential to create an atmosphere where children are ready to communicate in English, therefore, breaking such atmosphere with translation or allowing children to lapse into L1 is highly undesirable (Dunn 45-50; European 27).

ACTFL presents the number of strategies that support language teaching and learning through the target language:

- provide comprehensible input that is directed toward communicative goals
- make meaning clear through body language, gestures, and visual support
- conduct comprehension checks to ensure understanding
- negotiate meaning with students and encourage negotiation among students
- elicit talk that increases in fluency, accuracy, and complexity over time
- encourage self-expression and spontaneous use of language
- teach students strategies for requesting clarification and assistance when faced with comprehension difficulties
- offer feedback to assist and improve students' ability to interact orally in the target language (Crouse 24)

1.2.6. Comprehensible Input

In order to enable acquisition it is fundamental to provide children with a sufficient amount of comprehensible input. Richards defines input as "language which a learner hears or receives and from which he or she can learn" (*Longman dictionary of language teaching and applied linguistics* 143). Stephen Krashen proposes in his input hypothesis that "we acquire by understanding language that contains structure little beyond our current level of competence (i + 1). This is done with the help of context or extra-linguistic information" (21).

Concerning Krashen´s hypothesis it is possible to conclude that the amount of comprehensible input is directly proportional to the amount of language acquired.

In the classroom encouraging second language acquisition children should be surrounded by an input consisting of interesting and relevant messages performed in understandable language. In order to make input comprehensible it is natural to use strategies that simplify language (Cook 148). For the purpose of providing children with the greatest amount of comprehensible input, it is desirable for teachers to modify the language according to the learners´ level. In his publication *Communication in the Language Classroom* Tony Lynch proposes some most common input modifications of teacher talk which are suitable especially for elementary or pre-intermediate level:

- Vocabulary
    - o Use of more common vocabulary
    - o Avoidance of idioms
    - o Use of nouns rather than pronouns
- Grammar
    - o Shorter and less complex utterances
    - o Increased use of present tense
- Pronunciation
    - o Slower speech and clearer articulation
    - o Less vowel-reduction
    - o Greater stress differentiation and wider pitch range
    - o Increased amount and length of pauses
- Non-verbal
    - o Increased use of gesture and facial expression (for examples of input modification according to learner´s level see Appendix 1) (41)

Making input comprehensible and teaching to learners strategies requesting input modification are the basic steps in order to allow a language acquirer to make use of input and transform it through intake into output.

1.2.7. From input to output

Contrary to Stephen Krashen´s insistence that language acquisition arises merely from language input, the majority of researchers are confident that language output plays important role in language acquisition as well (Ellis "Principles of Instructured Second Language Acquisition" 4). Swain and Lapkin in their Output hypothesis highlight the fact that a successful language learner needs not only input, but also opportunities to produce for the sake of understanding the construction of language (Gass 7).

Susan M. Gass in her book Input, Interaction and Second Language Learner presents a five-level model of learner´s processing of conversion input into output.

- **Apperceived input** – a bit of language that is noticed by learner due to its particular recognizable features. "Apperception is an internal cognitive act in which a linguistic form is related to some bit of existing knowledge" (4)
- **Comprehended input** – the focus is on the hearer and the extent of his/her understanding, contrary to comprehensible input, in case of which is comprehensibility controlled by the speaker. The distinction between speaker and hearer´s control is crucial, since the hearer has an ultimate control over intake (IBID 5). Jack Richards offers several conditions under which influence that particular linguistic item of input becomes intake (*Language Teaching Matrix* 143):
    - o The particular linguistic item that should be noticed has to be interpretable in light of the context. It has to be salient, which means that it has to stand out from the given input. Instruction can shape these expectations
    - o The frequency with which a certain linguistic item occurs in the input
    - o The already available language proficiency which may be fundamental to the noticing of a non-acquired item, in combination with the processing ability of a learner, which is the part of the language learning aptitude
    - o The task demands: the focus of a particular act, whether this is in a formal or an informal language learning process, can determine whether a particular item will be noticed by the language learner or not
- **Intake** – the part of input that was successfully and completely processed by a learner (Hatch 31) and "stays in a long term memory" (Pawlak 228). Van Patten presents five principal elements that influence intake process: Working memory, memory capacity limitations, communicative value, form-meaning connections and sentence processing (Rast 19)

- **Integration** – the stage during which perceived languge input is „interpreted, categorized, placed in a sequence or related to previous learning" (Handock)
- **Output** – manifestation of the process of acquisition (Gass 7)

In his article "Principles of Instructured Second Language Acquisition" Rod Ellis summarizes main features supporting the importance of output in second language acquisition (Based on Swain 1985; Skehan, 1998; and Ellis, 2003)

- o Language production (output) serves to generate better input through the feedback elicited by learners' efforts at production.
- o Output helps to automatize an existing knowledge.
- o Output provides opportunities for learners to develop discourse skills, for example, by producing long turns in conversation.
- o Output helps learners to develop a personal voice by steering conversation to topics to which they are interested in contributing.
- o Output provides the learner with auto-input—that is, learners can attend to the input provided by their own language production ("Principles of Instructured Second Language Acquisition" 4).

Generally, producing output requires more concentration on accuracy and reflection concerning production of L2 forms. As reported Lyster and Ranta in 1997, when learner´s output is incomprehensive and learner is asked for clarification, s/he modifies input in 88% of cases (Ellis *Language teaching research and language pedagogy* 12). Long argues that output modification has a significant contribution to language acquisition. He considers spoken production useful, since it "elicits negative input and encourages analysis and grammacitization" (qtd. in Pawlak 232).

Therefore, output is the inevitable component of language acquisition and interpersonal interaction, component evoking feedback and subsequent focus on accuracy. Ways to increase or inhibit learner participation proposes Walsh. These are e. g.: providing direct and content feedback, requesting confirmation or clarification, allowing extended waiting-time, scaffolding learner´s production (21-23).

1.3. Development of the role of the L1 and L2 throughout Approaches and Methods in ELT

Throughout the 20th century ELT methodology underwent a sufficient change. Under the influences of various language-teaching reforms, linguistic and psychological findings, later affected by SLA research, theories of language teaching and learning changed and developed usually in response to the drawbacks of their predecessors. In general, the 20th century is marked the century of different approaches and methods in FLT. According to Richards and Rogers and Larsen-Freeman, the most prominent methods and approaches in FLT were: The Grammar-Translation Method, The Direct Method, The Audio-Lingual Method, The Silent Way, Total Physical Response, The Natural Approach, Community Language Learning, Communicative Language Teaching and Suggestopedia. The approaches and methods introduced in the following chapter are selected according to these criteria:

- to what extent the particular approach or method perceives the employment of the target or the native language in FLT as crucial
- the degree of impact that techniques of the particular approach or method impose on language teaching in the Post-Methods Era
- the degree of communicativeness of the particular approach or method

Thus, approaches and methods chosen to be the subject of the further analysis concerning the role of the target language in ELT are:

- The Grammar-Translation Method
- The Direct Method
- The Audio-Lingual Method
- Total Physical Response
- The Natural Approach
- Communicative Language Teaching

However, before the further elaboration of approaches and methods in ELT, it is considered essential to provide the explanation of the terms *approach, method* and *technique.*

On the basis of "the difference between philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language" (Richards, and

Rogers 15) the American applied linguist Edward Anthony proposed the scheme in which he coined the terms *approach, method* and *technique.*

- Approach – a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of subject matter to be taught.

- Method – on overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Whereas an approach is axiomatic, a method is procedural. There can be many methods within one approach.

- Technique – a particular trick, stratagem, or contrivance used to accomplish an immediate objective in a classroom. Techniques must be consistent with a method and therefore in harmony with approach as well (Anthony 63-67).

1.3.1. The Grammar-Translation Method

The method that defined foreign language teaching until the late 19th century, the Grammar-Translation Method, began to flourish in the Middle Ages. The GTM was inspired by the traditional scholastic approach to teaching Latin. "According to this method students learn grammatical rules and then apply those rules for translating sentences between the target language and their native language" (Sayeh 124). At times when the GTM was adopted as a chief means of teaching foreign languages, learning languages was conducted rather for the very sake of being "scholarly" (Brown *Teaching by Principles: An Interactive Approach to Language Pedagogy* 18), in order to sharpen one´s intellect (Sayeh 125) or "for gaining a reading proficiency in a foreign language" (Brown *Teaching by Principles: An Interactive Approach to Language Pedagogy* 18). Therefore, the primary aim of studying a language certainly was not the desire to be able to communicate in the target language.

Despite the fact that the GTM is still widely practiced (Sayeh 124), it has no theoretical or methodological basis. "There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory" (Richards, and Rogers 7). A typical lesson taught by means of the GTM reminds rather a lecture taught in a mother tongue with almost no active use of a target language (Celce-Murcia 3).

Teaching by means of the Grammar-Translation Method, the role of literary language is essentially considered superior to spoken language, moreover, no pre-communicative or communicative activities are integrated into the structure of a typical lesson (Larsen-Freeman 11-21). Sayeh points out that the majority of interaction is teacher-to-student and it is teacher initiated. Student-student interaction and student-initiated interaction appears with minimal frequency (125). According to Larsen-Freeman, the language of communicative interaction is predominantly the native tongue. The target language usually occurs only in form of answering teacher´s question that is mostly performed in the native tongue and its aim is to check understanding (13). To sum up, according to Larsen-Freeman and Krashen, the native tongue is the dominant language of communication in the classroom. It is the language of teacher´s oral instruction, explanation of rules, putting across the meaning, communication with the students, feedback and evaluation of their work (5-8; 127).

According to Krashen, the GTM fails to provide sufficient amount of comprehensible input. Reading selection, which is the major source of comprehensible input, is usually excessively demanding, makes students to decode the language, forces them to read word by word, and consequently they rarely focus on the message. "The small amount of comprehensible input in the model sentences, the readings, and exercises is, moreover, rarely supplemented by teacher talk in the target language" (IBID 128). Students seldom encounter spoken L2 and, therefore, their speaking and listening skills are considerably neglected.

According to Brown, the GTM does "virtually nothing to enhance a students´ communicative ability in the language" (*Teaching by Principles: An Interactive Approach to Language Pedagogy* 19). Sayeh claims that direct translation was estimated to be an inefficient way of becoming fluent in any language (126). After years of studying by means of GTM learners are usually unable to hold "even a basic conversation in English" (IBID 126). Classes taught through the GTM are as a rule boring, according to Krashen, the GTM evokes quite high affective filter (128). The only students that may find the environment of GT class challenging in a positive way are individuals with an analytic thinking who respond well to rules and structures. Taking into consideration the level of cognitive development and aspects influencing language acquisition of young learners, the GTM is especially unsuitable for this category.

Nevertheless, the GTM is widely spread since, as Brown points out, "it requires few specialized skills on the part of teachers" (*Teaching by Principles: An Interactive Approach to*

Language Pedagogy 34). According to Sayeh, the major issues that teachers that use the GTM usually encounter are presentation of grammar rules and creation of translation tests that are easy to be objectively scored, but which fail to test communicative abilities (126). The possible positive aspects of translation and L1 use in foreign language teaching are to be discussed further in the Chapter 1.4.

1.3.2. The Direct Method

By the mid and late 19th century, there was a wide-spread opinion that Classic approach is inadequate in order to reach oral proficiency in a target language. The reformists such as Francois Gouin or Charles Berlitz rejected the GTM, focused on the observation of child language acquisition and explored its naturalistic principles. Their inquiry led to the development of the Direct Method.

The representatives of the Direct Method criticize use of the native tongue in the classroom for creating obstructions and difficulties in natural acquisition of the language. They aim to present language learning as an activity in which feelings and associations play the most important role (Hendrich 261). They believe that meaning should be connected *directly* with the target language. Therefore, students should not learn "in the roundabout way of translation" (Richards, and Rogers 10). Teachers are supposed to lead learners to direct and spontaneous use of the language in the classroom (IBID 9), since learners should be able to think and communicate freely in the target language (Berlitz 11).

The basic principles and procedures of the DM concerned with the use of the target language, according to Larsen-Freeman are:

- It absolutely excludes mother tongue from the learning process. All the communication in the class, including classroom instruction is performed in the target language.
- Learners should be provided with useful knowledge of everyday vocabulary and sentences. Vocabulary is taught through demonstration, authentic objects, pictures, association of ideas or miming.
- Teaching is ideally performed in small, intensive classes. Oral communication skills are built up around question and answer exchanges between teacher and students.

- Correct pronunciation, speech and listening comprehension are emphasized from the beginning.

- No textbook is used. It should be replaced with teacher-student, student-student interaction (25-30).

The learners taught by the Direct Method usually have a good pronunciation and are able to express freely in a target language. The DM was estimated to be one of the "quickest ways of getting started". In few months, the learners are able to use in sentences over 500 words (Gan). The Direct Method is proved to be especially efficient for young learners that are rather at beginning stages of language learning. The adult students of advanced levels that encounter abstract terms more often sometimes get frustrated because of the time spent in getting a meaning across, especially "when a simple brief explanation in the student´s native tongue would have been a more efficient route to comprehension" (Richards, and Rogers 10-11).

1.3.3. The Audio-Lingual Method

The Audio-Lingual Method (Army Method or New Key) emerged in the 40s and 50s in the USA. The entry of the USA into the WWII caused the necessity for development of foreign language learning programmes for military personnel. The main aim of Army was to train conversationally proficient speakers in a variety of foreign languages (Richards, and Rodgers 44).

During the process of development of the ALM, there were incorporated principles from behavioural psychology (Larsen-Freeman 35). Language learning was believed to be a habit formation attained through mechanical repetition. It was considered to be "a systematic accumulation of consciously collected discrete pieces of knowledge gained through repeated exposure, practice and application" (Kumaravadivelu 100). The aim of the successful learners was to overcome habits of the native tongue and to form new habits of the target language in order to attain native-like proficiency (Larsen-Freeman 35). Therefore, learning is conducted exclusively by means of the target language.

Kumaravadivelu states that ALM proponents support the view that form-based input modifications are sufficient for the development of both linguistic and pragmatic competence. Interaction activities of teachers and learners are typically based on the model

of three Ps (presentation, practice, production). In the beginning learners are presented dialogue containing carefully selected language with some new items. After listening to a model dialogue, carefully repeating each line, learners sometimes act out the dialogue or they are encouraged to memorize it. Subsequently, learners practice new linguistic items through mechanical, meaningful or communicative drills. Sentences practised are isolated and decontextualized, based on the same grammatical pattern but containing different lexical items (103-06).

Despite the fact that to goal of the ALM is communication, it is not sufficient for the attainment of CC, since systematic drill does not develop pragmatic competence (IBID 110). Widdowson rightly points out that "it is possible for someone to have learned a large number of sentence patterns and large number of words which can fit into them without knowing how they are actually put to communicative use" (18-19). The view that language learning is solely accumulation of knowledge is undermined by highly recognized Chomsky´s assumption that language behaviour is a creative ability based on formulating and testing out rules not a habit-inducted mechanical one (Kumaravadivelu 111).

Nevertheless, mentioned above critique does not indicate that ALM techniques do not have their rightful place in LT. Rivers and Stern point out that at early stages of language acquisition repetition-reinforcement instructional procedures are adequate (Kumaravadivelu 112). According to scholars focusing on children education, Opal Dunn and Halliwel, drills are highly useful, since they supply children with stock of pre-fabricated language that they can use creatively for meaningful communication.

The important point to bear in mind is that drilling with young learners should be disguised as game. Howard Higa, an author of an article "Drilling Masked as Fun and Games", highlights that games bring about strong focus, quick pace, high motivation and long-lasting retention. However, learning by means of drills teacher should aware of the fact that these are usually only structural pre-communicative activities (5-6) and for successful development of CC it is necessary for drills to be followed by functional communication and social interaction activities.

1.3.4. Total Physical Response

In 1960s the American professor of psychology, James Asher, introduced "linguistic tool" marked Total Physical Response. The teaching method is built around the coordination of speech and action (the theory of language teaching is, as in the case of the Direct Method, based on observation of children´s learning processes. Asher claims that productive skills of the language should precede a lot of listening accompanied by physical reaction such as "reaching, grabbing, moving looking etc." (*Teaching by Principles: An Interactive Approach to Language Pedagogy* 30). The theory of learning is interconnected with "trace theory" that claims that "memory is increased when it is stimulated through association with motor activity" (IBID 30-31).

Asher highlights the importance of impulses that stimulate function of right hemisphere (in this case psychomotor reaction) which should precede left-brain language processing. He puts a verb (particularly an imperative form) in the centre of the language and organizes language learning around it. Learning is conducted through carrying out commands, therefore, learners have "the primary roles of listener and performer" (Richards, and Rogers 93). In order to reduce stress and lower affective filter, spoken production is delayed.

TPR is particularly suitable for young learners, since psychomotor elements of TPR enable quite natural acquisition of the target language. According to Asher, TPR establishes a long-term comprehension. TPR has the power to make language experience in the classroom a "believable" one. In case a student stands up or walks hearing commands "stand up" or "walk", there is created a "fact" that "cannot be dismissed by the critical side of the student's brain" (Asher). Obeying the commands creates a connection in the student´s brain that makes utterances in the target language valid. Regarding them as truthful they are stored in a long-term memory.

In Asher´s opinion, translation enables only short-term comprehension that is erased as soon as learners leave the classroom. To the majority of the students translation does not help, since there is no long-term understanding, moreover, translation activates "critical left-brain thinking" which perceives instructor´s assertion as a "lie" (IBID). Since the words are already known in the native tongue, translation is refused by left hemisphere. Another reason for avoiding translation, valid for young learners especially, is the fact that it overloads the brain. According to Asher, teachers should be beware of "brain overload" because it may results in "slow-motion learning with short-term retention" (IBID). Finally, translation is

aptitude-dependent while experience is aptitude-free. Therefore, Asher prefers experience which is primary perception (TPR) to a concept.

Some critics object that TPR is suitable only for elementary learners or that "TPR is limited for selected vocabulary". The first "myth" has been blown away by Seely´s and Romin´s publication *TPR is more than Commands* and as to the second, in his book Stephen Mark Silver presents the way to TPR 2000 vocabulary items in any language.

Nevertheless, it should be taken into consideration that TPR is not a teaching approach, neither a method. It is a "linguistic tool" that proved to be highly beneficial in ELT. Techniques of TPR might be incorporated into "traditional classroom" as a means of avoiding translation when presenting new vocabulary items or even teaching grammar.

1.3.5. Communicative Language Teaching

In the late 1960s and 1970s educators started to question, whether the methods used so far are effective in attainment of the main objective of language learning – the ability to communicate, due to the fact that they develop predominantly only linguistic competence. Early 1970s is the period of formation of first models of communicative competence by Hymes and Savignon (see 1.1.1.). In early 70s Widdowson determined the terms language usage ("citations of words and sentences as manifestation of language system" (18)) and use (realization of the system for communicative purposes; areas of use should be considered right from the beginning (IBID 15-18)). Furthermore, Littelwood introduced methodological framework of pre-communicative and communicative learning activities (see 1.1.3.).

The current linguistic perspective (Austin´s speech acts theory and Halliday´s function properties of language) led to the creation of the notional/functional learning syllabi that had in its core categories of notions such as "time, sequence, quantity, location, and frequency, and categories of communicative functions such as informing, requesting and instructing" (Kumaravadivelu 116).

Kumaravadivelu depicts main practices for fostering meaningful communication in the classroom: information-gap activities, open-ended tasks and exercises, emphasizing contextualization, using authentic language as a means for communication in class, introducing language as a discourse and tolerating errors as a natural outcome of language

development (120). Due to the fact that CLT is a learner-centred approach, it might incorporate any device that might be beneficial for a language learner. Therefore, it does not exclude the use of the native tongue, but accepts it where it might be feasible and uses translation in cases where in might be beneficial for learner (Finocchiaro, and Brumfit 91-93). This attitude raises the question whether a teacher is able to estimate what is the most beneficial in particular situation following such vaguely specified approach to L1 use.

Despite the fact that communicative approach was accepted with great enthusiasm, research conducted by Nunan (1987), Kumaravadivelu (1993), and Thornbury (1997) revealed that "in communicative class interaction might not be communicative after all" (Nunan 144). The problems concerning following communicative approach are to be discussed further in the chapter.

The disillusionment with communicative approach led to a radical refinement of CLT that focused more on the "psycholinguistic processes of learning rather than the pedagogic products of teaching" (Kumaravadivelu 132). As Howatt points out if the former approach could be defined as "learning language to use it", the latter means "using English to learn it" (Howatt 279). This resulted into so called learning-centered pedagogy which is presented next.

1.3.6. The Natural Approach

The Natural Approach was outlined by Tracy Terell, a teacher of Spanish in California, who made an attempt to develop a "teaching proposal" that incorporated "naturalistic principles" that, as Richards and Rodgers state, had been identified in studies of second language acquisition (128). The theoretical rationale was elaborated by an applied linguist Stephen Krashen, drawing on his influential theory of second language acquisition (IBID).

The tenets of Krashen´s second language acquisition theory are following: Acquisition-learning distinction, The monitor hypothesis, The natural order hypothesis, The input hypothesis and The affective filter hypothesis (see Krashen, and Terrel 1982). Despite the fact that the NA enjoyed great popularity among language teachers, it encountered vast critique due to its imperfections concerning theory of language learning and acquisition (see Gregg 1984, and McLaughlin 1978).

One of the Krashen´s main goals is to enable to learners natural acquisition of the language in the classroom. Krashen considers classroom environment ideal for students at beginning levels who cannot easily utilize the informal environment for acquiring language (Krashen 30). Brown states that the NA is designed to provide beginning and intermediate level students with basic communicative skills in four broad areas of basic personal communicative skills (oral and written) and academic learning skills (oral and written). Syllabus is based on communicative activities selected in accordance with students´ needs (*Teaching by Principles: An Interactive Approach to Language Pedagogy* 34).

The main aim of the language lesson is to provide learners with as much comprehensible input as possible. In Krashen´s opinion, if teacher concentrates on comprehension and communication s/he will meet syntactic requirements for optimal input. Teacher should create relevant "here and now" environment which would provide learners with enough context and motivate them to communicate in the target language.

1.3.7. The Postmethod era in ELT

By the end of the 1970s and through the 1980s, scholars and educators started to acknowledge severe limitations of the concept of method that have been ignored for a long time (Brown "English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment, and Assessment" 10). After a century-long search for an ideal language teaching method, "it has been realized that there never was and probably never will be a method for all" (Nunan 228). Subsequently, the concept of the method was officially proclaimed dead by the applied linguist Dick Allwright in 1991 (Hashemi 139).

The most–noticed drawback concerning difficulty of applying any method in concrete environment is that methods are too prescriptive. According to Brown, they assume too much about the circumstances before the context has even been identified ("English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment, and Assessment" 10). Kumaravadivelu states that they do not take into account such variables as language policy and planning, learner´s needs, learner variations or teacher profiles (164). Generally, the methods are distinctive during the first several weeks of teaching. After this period, teachers tend to turn back to their experiential knowledge and intuitive ability (Brown "English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment,

and Assessment" 10), since they realize that principles of the originators of the method cannot be purely employed for their particular context.

Moreover, the universality of method ignores local knowledge. Theoretical insights of any method were based predominantly on the Western knowledge and they might be totally inappropriate for implementation in Asian or African cultures (Kumaravadivelu 165-171). For instance, following an approach that is focused on meaning may raise insecurity in a classroom of Japanese students who tend to be "stickles for form and patterns in their approach to education and social interaction" (Higa 168). Similarly, trying to implement communicative approach based on sociocultural negotiation, expression, and interpretation often causes tension and discomfort when teaching learners of India, Pakistan or South Africa (Kumaravadivelu 171).

The major frameworks involved in post-method pedagogy are Stern´s Three-dimensional framework and Kumaravadivelu´s Macro-strategic framework. In his work *From Method to Postmethod* Kumaravadivelu outlines three main principles that laid the foundation for the way L2 teaching is understood by postmethodical pedagogy – **particularity, practicability,** and **possibility**. The first principle highlights the importance of local context and it urges for a necessity to highlight "linguistic, social, and cultural goals and needs" (Akbari 643) of a particular L2 learning group. Practicing teachers are advised to observe their teaching acts, evaluate their outcomes, identify problems and find solutions, since they are the most able to identify what works in a particular sociocultural context of their classroom (Kumaravadivelu 171-172). This notion is interconnected with the following principle – **practicability.**

Kumaravadivelu encourages teachers to do "action research in a classroom by testing, interpreting, and judging the usefulness of professional theories proposed by experts" (173). He stands against the dichotomy of educational theory and teaching practice and proclaims that context-sensitive pedagogic knowledge should be based on teachers theorizing their practice and practicing what they theorize (IBID 59). Therefore, teachers are not supposed to look for a method to follow but to develop the most effective teaching strategies and techniques in order to enrich their own teaching repertoire (Khatib 24). This kind of reflective teaching is also supported by Prahbu (1990), van Manen (1991) or Freeman (1998).

The parameter of possibility takes into the consideration the fact that experiences that learners bring to the learning setting are highly influenced by "broader social, economic, and

political environment in which they grow up" (Kumaravadivelu 174). Therefore, the **possibility** principle deals with the notion of identity formation and social transformation within the classroom. Khatib suggests that it proposes the view of L2 being rather a tool which helps L2 learners to develop their own identity and it "serves as a vehicle to explore other peoples and countries" (25).

Kumaravadivelu´s Macro-strategic framework is drawn from current "theoretical, empirical, and experiential knowledge" (201). Kumaravadivelu proposes ten theory-neutral and method-neutral macrostrategies on which teachers can generate their own microstrategies in accordance with concrete needs and location. Macrostrategies are: "maximize learning opportunities, facilitate learning negotiation, minimize perceptual mismatches, activate intuitive heuristics, foster language awareness, contextualize linguistic input, integrate language skills, promote learner autonomy, ensure social relevance, raise cultural consciousness"(IBID 201-208). Nilüfer Can in his article "Post-Method Pedagogy: Teacher Growth Behind Walls" offers useful practical examples and activities for each mactrostrategy.

From all of the above it is apparent that post-method pedagogy strives towards more autonomy for both teacher and learner. It suggests "exploiting diversity rather that taming it" (Thornbury). Michael Breen asserts that "the classroom group needs to be a dynamic self-organising learning community" ("Teaching language in the postmodern classroom" 54). According to the investigators of National Capital Language Resource Center in Georgetown University, one of the main aims of language teachers is to help learners to develop their autonomy in learning by making them aware of their learning strategies that enable them to learn more efficiently and effectively. Kumaravadivelu adds that autonomous learners search for additional language reception or production beyond the classroom and take an advantage of communication with competent language speakers. In a broader sense, Kumaravadivelu perceives learning autonomy interconnected with liberatory autonomy that enables learners to become critical thinkers (177-78).

Postmethod demands appear to be a step in right direction, however, from the point of view of some researchers (Akbari, 2008; Hashemi, 2011; Khatib, 2012; Mamoodzadeh, 2011; Masouleh, 2012) postmethod conditions are highly demanding on the part of teacher and the majority of practitioners is not „competent or confident enough to operate optimally as a postmethod teacher" (Khatib 27). Therefore, there is the necessity for multilateral change

that should begin from academic community, which would lay the basis for teacher education and norms of practice (Masouleh 72).

1.4. Use of L2 and L1 in language teaching

The aim of the following chapter is to provide the view of current scholars and teacher educators on the issue of L1 and L2 use in language teaching. Due to the contradictoriness of attitudes the opinions of both will be presented – proponents of the maximal target language use in the classroom and supporters of the mother tongue employment in the second language education. Subsequently, with the focus on young learners teaching, some tips for maximization of the target language use are proposed as well as possible drawbacks of L2 use to prevent.

1.4.1. Attitudes towards L1 and L2 Use in Postmethod Era

The foremost point to mention, which also corresponds with postmetodical principle of **particularity,** is that decisions about appropriateness of L1 use are difficult to be predetermined, since they are "in a large part inextricably tied to classroom circumstances and cannot be easily generalized from one context to another" (Edstorm 14). The most promoted position of current era in ELT is that teacher is encouraged to reflect own practice and to find out what works the best in the particular learning environment. Nevertheless, applied linguists made various attempts in order to define some general guidelines, however, their positions often greatly differ.

Thorough the work there was mentioned a number of scholars and their theories supporting the idea of teaching language through the target language. Taking examples from "non-extremist" postmethodic era, these were Jane Willis, representatives of American Council of Teaching Foreign Languages and Paerson Education, highlighting advantages of L2 use and proposing tips for modification of input in order to make it comprehensible (see 1.2.). These were the children educators Opal Dunn and Susan Haliwell, arguing that children usually accept challenging L2 environment with excitement and soon are ready to use a little

amount of prefabricated language extensively and with high creativity. Mentioned researches show high influence of quality and quantity of teachers´ comprehensive L2 input on students´ L2 output.

In several publications (e. g. 1984, 1991) Rod Ellis argues that teachers should use L1 as little as possible in order to provide learners with maximal input in L2. Similarly, Carless concerning recent discussions on SLA, considers L1 a risky device that may reduce amount of L2 to which learners are exposed (Carless 2-7). Larsen-Freeman and Long point out that L1 use can reduce time learners and teachers interacting in L2 (1991). Their position is also supported by Harbord that strongly argues against use of the mother tongue as a time-saviour tool during setting activities (351-53).

Contrastively, one of the main proponents of native tongue use in the classroom, Vivian Cook highlights benefits of L1 use in L2 teaching. She states that L1 helps teachers to convey meaning, explain grammar and organize the class, and students might use it part of their collaborative learning and individual strategy use (3). Penny Ur argues that use of L1 in the classroom is desirable since "the aim is not to get the pupils to 'think in English '. We are no longer trying to get them to be 'like native speakers'.   Our aim is to get pupils to become English users, who function as effectively as possible both in their L1 and in English and are compound bilinguals" (4). To acquire a native-like fluency in language is, in the majority of cases, certainly not the aim of language learning. However, thinking in the native tongue and subsequent translation of ideas into the target language is the dangerous habit that is difficult to give up, which may cause problems in "developing a new independent network of L2 verbal connections" (Stern 292) and prevents student from getting proficiency in L2 approximating that in L1 (Sayeh 126). Moreover, Atkinson, who generally supports L1 use in the classroom, warns that excessive dependency on L1 use may cause that "the teacher and/or the students begin to feel that they have not "really" understood any item of language until it has been translated; students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean; students fail to realize that during many activities in the classroom it is essential that they use only English" (426). For teachers that incline to employ L1 in the classroom Sterns proposes to determine certain periods during which L1 is allowed to be used in order to remove uncertainties, ask for verification or clarification, and give explanations that would not be accessible for learner in L2 (298).

Nevertheless, when it comes to using L1 as a means of classroom instruction and organization, Harbord raises the argument that by organizing the class by means of L1, teacher deprives him/herself of opportunities of the most genuine communication in L2 and disparages the role of L2 as the communicative resource (353-54). From the points mentioned by Widdowson, Willis, Dunn, Meng and Wang, Littlewood and others (see 1.1.2.-1.1.4.) it is apparent that this claim is highly supported, since using L1 as a vehicle for communicating classroom matters, is actually not making use of the most contextualized instances of possible L2 use (such as, e. g.: record keeping, classroom management, scene setting or reacting to immediate classroom circumstances).

In the postmethod era, the number of applied linguists and teacher educators strive towards moderate employment of intralingual strategy and justify "limited and judicious" (Schweers 6-7) use of L1. Proponents often highlight the importance of raising awareness of similarities and differences of L1 and L2 systems (IBID), propose judicious use of cross-lingual strategies in order to raise consciousness and facilitate the process of input becoming intake by means of making differences salient and noticeable (Ferrer). James promotes contrastive teaching aiming to provide learners with "packed information about intricacies of L2 systems".

However, when taking a closer look at the researchers with which were concerned conclusions of e. g. Schweers (1999), Lightbown and Spada (1985), Pellowe (1998), they deal with samples of students that are adults, academic learners, or late adolescents. Experience shows the evidence that young children accept authentic language environment with joy and their ability to "pick up" language is significantly stronger than in case of adults that prefer analytic learning (see 1.2.3.- 1.2.5.). Wong Fillmore identified a number of features that are facilitative for language learning of pre-school children, e. g.: avoiding translation, frequent use of patterns and routines, repetitiveness, tailoring questions that suit learner´s level of proficiency (32-36). Therefore, taking into consideration the level of cognitive development of young learners aged 8-10, it appears to be legitimate to limit L1 use to exceptional cases of explanation of difficult items, highlighting cross-lingual differences in order to prevent formation of false cognates or for the purpose of noticing similarities or differences in discoursal and sociocultural habits, in favour of maximizing exposure to L2 and fostering natural language acquisition. For successful language acquisition it is fundamental for children to realize that the target language is a "real" vehicle for communication. In case children are surrounded with the target language, they may recognize the way it feels in the

place where the target language is actually spoken. Supporting view of Curtain, despite that teacher is not a native speaker in the classroom s/he represents a culture bearer. Therefore, it may be wasting of acquisition potential of young learners that are able to absorb language with all their senses to deny them access to the authentic language and cultural environment (2).

1.4.2. Preventing Drawbacks in Teaching Young Learners through English

When it comes to drawbacks of implementing target language in teaching, the literature is not much elaborate. The reason for this may be the fact that the vast majority of failures in teaching through the target language are possible to prevent by means of familiarization with principles of teaching through the target language, careful planning and preparation. Another important factor is developing a routine of target language use and support it by creating safe and predictable environment, where L2 is a natural resource. The basic key to success is for a teacher to make the language comprehensible, to make sure learners comprehended and encourage learners to use TL.

- **Make language comprehensible:**
  - Use simple, direct language and choose vocabulary and structures that incorporate a large amount of material that is familiar to learners
  - Break down directions and new information into small, incremental steps and using rephrasing and repetition
  - Use concrete materials, visuals, gestures, facial expressions, and movement (Curtain 2-3; Paerson 3)

- **Check for comprehension:**
  - Teach students strategies for requesting clarification and assistance when faced with comprehension difficulties and offer feedback (Crouse 24)
  - Settle with learners certain signals by which they can indicate they response to a comprehension check (e. g. use coloured cards/objects; hold their thumbs up or down for "yes"/green or "no"/red, wiggle if "I´m not sure"/yellow)

- Encourage learners to draw pictures to signal their comprehension or to write on small whiteboards. Learners can act out the behaviour or imitate the performance the teacher has demonstrated (Curtain 2-3)

- **Strategies encouraging learners´ use of the target language**
  - Systematically introduce more classroom target language through language ladders (see Knop 4-13)
  - Try a reward system in which learners can earn points for maintaining the target language (see Callier 40-43)
  - Reward risk-taking (learners´ manipulating known structures into something beyond contributions they habitually make) (Morris)
  - Plan lessons to eliminate idle time, which can lead learners to start to chat in the native tongue (Crouse 27)
  - Post high-frequency phrases around the classroom so students can refer to them if they get stuck (IBID)
  - Show learners your interest in what they are saying
  - Pay attention to the message they are trying to convey, do not interrupt them correcting imperfect form and respond rather in interested follow-up question or comment that in grammar corrections
  - Provide learners with enough time to express themselves and to think (Morris)
  - When students speak to you in L1, respond to them in the target language (Curtain 2-3)
  - When students answer questions in L1, give the words or phrases back to them (or write it in the board) in the target language (IBID)
  - Explain to learners that:
    - They are going to learn the language by using it
    - They can build on what they know to create new sentences
    - They can ask for vocabulary or structure whenever they want to (Morris)

To conclude, as mentioned above, young learners usually show highly positive attitude towards the challenge of communicating in the target language and they respond well to authentic environment that foster language acquisition. The fact whether or not a language

teacher decides to maximize the target language employment in the classroom has a significant effect on learner´s progress of language acquisition, since the teacher is one of the main sources of comprehensible input for a young learner. Therefore, it is teacher´s responsibility to invest time and energy and to elaborate on principles that enable to maximize target language employment in the classroom and turn a foreign language into a real medium for communication.

2 The practical part

Introduction

The theoretical part of the work deals with the possibility of employing English as a medium of communication in the classroom. It elaborates principles of teaching a language predominantly by means of the target language and comes to the conclusion that maximization of target language has the beneficial effect on the development of communicative competence. Based on the development of communicative competence, the attitudes of applied linguists as well as teacher educators and their research dedicated to the current issue, it is possible to reach the conclusion that especially young learners usually take a great benefit of rich language input and learning environment that foster natural language acquisition.

The practical part raises the question to which extent teachers try to maximize the target language use in the classroom and whether they enable young learners to perceive English as a real medium for communication. Concerning the previous theoretical analysis and on the basis of observing and analysing English lessons lead by different teachers of Czech elementary schools, it aims to survey the role that teachers ascribe to the target language in Czech young learners classroom. Therefore, the main objectives are following:

1.   To estimate the degree of the target language use by teachers during lessons in 3rd-5th grade.
2.   To determine an amount of comprehensible input that teachers provide their learners with, to discuss the means of comprehensible input mediation and to analyse presence and means of learners´ comprehension checking.
3.   To discover teachers´ attitudes and believes about the role of the target and the native language in the classroom.

2.1. Research methodology, data collection instruments and structure of data collections

Due to the character of the practical part objectives, there was taken the decision to conduct a semiquantitative research (defined according to Nunan, 1992) based on the observation of the sample of 9-12 teachers. Considering the outcomes of the theoretical part and aiming to reach the 1st – 2nd objective of the research, an observation sheet was created with the record of the following elements in language teaching:

- **The degree of acquisition-friendly environment and its authenticity** analysing whether :
    - Are the learners surrounded by some materials that can serve as an input or to which they can refer when they are stuck
    - Are some authentic materials used during the learning process as an input data
    - Are language learning tasks and actual social situations of the classroom authentic
- **Activities, transitions & their objectives**
- **Teacher´s language/Language & Aids supporting understanding**
- **Learners´ reactions & Signals of comprehension**
- **Comprehensibility of input** (for an example of a filled-in observation sheet, see Appendix 2)

Due to the fact that comprehensible input provided by a teacher is estimated to be one of the main sources of possible language intake for a young learner, the most analysed aspect of the observation is teacher´s language itself. Therefore, figures when and with which aim teacher uses L1 or L2 will be taken down in the observation sheet. Moreover, learners´ reactions will be recorded, which will be helpful in order to estimate, whether the input was comprehensible or not. Prior to the observation takes place, a teacher will be asked about the learners´ level of communicative competence according to the Common European Framework of Reference for Languages. This will be instrumental in determining whether the teacher tunes the level of English little beyond the current level of learners´ competence, i.e. Krashen´s i+1 (see 1.2.6.). The necessity for input modification tends to decrease with the raising level of learners´ proficiency. The following summary of input modifications and non-verbal elements supporting understanding serves a foundation for basic evaluation of the teacher´s talk. Ideally, the teacher should consider learners´ level at each point.

- **Vocabulary**
    - Use of more common vocabulary
    - Avoidance of idioms
    - Use of nouns rather than pronouns
- **Grammar**
    - Shorter and less complex utterances

- o Increased use of present tense

- **Pronunciation**
  - o Slower speech and clearer articulation
  - o Less vowel-reduction
  - o Greater stress differentiation and wider pitch range
  - o Increased amount and length of pauses

- **Non-verbal elements supporting understanding**
  - o Use of gestures, facial expressions, movement , acting
  - o Visual aids
  - o Toys, puppets, objects in the classroom
  - o Realia
  - o Opportunities for learners to express their understanding and ideas

Considering the fact that aiming to provide learners with sufficient amount of language input, it is of the upmost importance to check learners´ comprehension. This implies to record and analyse presence and ways of teacher´s comprehension checking.

- **Check for understanding**
  - o Children use non-verbal signals to express whether they understand
  - o Children use strategies to modify comprehensible input
  - o Teacher asks learner to explain or rephrase
  - o Teachers asks questions in order to check comprehension
    - ▪ Yes/No questions
    - ▪ Open questions
  - o Teacher repeats his/her words or those of the learner

Finally, considering the last aim of the research, the short questionnaire was created which would serve as the basis for the semi-structured interview realized with each teacher after the observation of the last lesson lead by the individual (the interview was conducted in Czech, its translation is presented in the section "Teacher´s attitudes and believes about use of L1XL2"). The interview aims to discover teachers´ attitudes and believes concerning L1 and L2 use, as well as experiences and reasons that formed them. The teachers are asked:

1.	What is, according to your opinion, the ideal ratio of the target and the native language for Czech young learners (3rd -5th grade) in English language classroom.

2.   When is it good to use the target language and when the native tongue. What are the reasons and how do you employ it in your own practice?

3.   Has your attitude towards employment of the target and the native tongue changed in the course of your teaching practice? If yes, what influenced it?

The semi structured interview aims to provide a bridge between teachers´ beliefs and their practices and abilities to supply learners with comprehensible input.

The structure of the data collection of each teacher is, therefore, the following:

- **Teacher´s use of L1XL2 in the classroom**
- **Comprehensibility of input**
- **Acquisition-friendly environment**
- **Teacher´s attitudes and believes about use of L1XL2**
- **Evaluation of the teacher´s ability to provide learners with comprehensible input**

Data of individual teachers are followed by the final part that makes an attempt to summarize and average teaching practices.

2. 2. Research sample

In order to provide a certain mapping of the attitudes and practices in Czech elementary schools, a decision was undertaken to inspect teaching of the sample of 9 – 12 teachers that are employees of different schools. In order to enable some generalization of an educator´s practices, it was planned to observe three lessons of each teacher.

For the purpose of gathering the sample of teachers, those elementary schools which cooperate with Charles University, specifically with the Faculty of Education, were contacted via electronic mail. Out of the 32 educators approached, 11 responded, 7 of them being teachers of the required grades and 5 of them cooperated. Due to the small number of sample, other accessible educational institutions had to be addressed with the entreaty to allow data collection. Finally, the sample reached the number of 9.

The sample obtained falls into the category of available samples. However, due to the fact that nor the forthcoming teachers, nor their teaching practices were known in advance and considering various possible attitudes towards the researched issue, the data obtained

from the observation of the current sample have good prospects to provide some objective insight concerning the role of the target language in ELT in Czech elementary schools.

2.3. Data obtained and its individual interpretation

TEACHER 1

TEACHER´S USE OF L2 X L1 IN THE CLASSROOM								
	Lesson 1 (5. B, 10Ss)		Lesson 2 (5. A, 12Ss)		Lesson 3 (4.A, 19Ss)		Total	
Language	English	Czech	English	Czech	English	Czech	English	Czech
% of T´s utterances in Frequency of occurrence	**31**	**69**	**29,7**	**70,3**	**20,1**	**79,9**	**27**	**73**
Social purpose **Greeting**	2	0	2	0	1	0	5	0
Chatting	0	1	0	3	1	8	1	12
Classroom management **Organization matters**	1	2	2	3	2	8	5	13
Maintaining discipline	0	8	0	12	0	23	0	43
Language of activities **Giving instructions**	7	29	6	17	4	24	17	72
Giving feedback	2	16	2	11	5	10	9	37
Running an activity	14	6	15	10	11	2	48	18
Checking comprehension	1	1	1	4	0	3	1	13
Giving sentences to TPR	11	0	0	0	0	0	11	0
Language matters **Explaining grammar**	0	7	0	5	0	4	0	16
Explaining vocabulary	0	1	0	8	0	4	0	6
Asking to translate words/sentences	2	24	3	9	1	6	6	39

COMPREHENSIBILITY OF INPUT 64 (CI) X 6 (Inc.I)						
Means of providing comprehensible input	Lesson 1		Lesson 2		Lesson 3	
	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input
	33	**5**	**15**	**0**	**16**	**1**
Input comprehensible without any special means	16		4		10	
Use of gestures	2		2		1	

Visual support – printed text	**11**		**3**		**0**	
Visual support – blackboard writing	2		2		3	
Visual support – pictures	2		5		2	
Means of providing comprehension in case of incomprehensible input **Use of L1**		5				1
Automatic use of translation	17		16		9	

MEANS OF CHECKING COMPREHENSION			
Asking whether Ss understand	1	3	0
Asking to translate	1	2	2
Asking to give antonymy	0	0	1

ACQUISITION-FRIENDLY ENVIRONMENT		
Lesson 1 (5. B, 10Ss)	**Lesson 2 (5. A, 12Ss)**	**Lesson 3 (4.A, 19Ss)**
No English materials around the classroom **No communicative activities** **No authentic materials** **Use of English in authentic communication (excluding language used in activities) – 21%**	No English materials around the classroom No communicative activities No authentic materials Use of English in authentic communication (excluding language used in activities) – 18%	No English materials around the classroom No communicative activities No authentic materials Use of English in authentic communication (excluding language used in activities) – 14%

Teacher´s attitudes and believes about use of L1XL2

1. It is impossible to estimate such ratio. It depends on the individual teacher. Children taught by a native speaker are usually provided with an advantage of great amount of high quality comprehensible input. On the other hand learners that share L1 with their teacher are lucky to have a teacher that can explain everything more properly and communicate with them in their L1, if necessary.

2.   It is useful to teach learners in L2 some simple commands that frequently appear during the lesson. More complex commands or communication is, due to young learners´ narrow word stock, rather impossible.

3.   I used to lead evening courses for adult learners. I teach young learners for only 2 years and I must say that it is much harder to maintain in English. Conditions are not friendly. Learners are not motivated and have problems with discipline.

Evaluation of the teacher´s ability to provide learners with comprehensible input

Concerning data obtained, the ratio of English could be estimated as low, if fact, it is the lowest ration of all the teachers observed. It appears that the teacher is not comfortable with her own English, she tunes her voice much quitter when speaking L2 in comparison with L1. Moreover, almost in the half instances the target language use teacher automatically translates an utterance into Czech, this is another case in which the teacher takes the lead. Automatic translation causes learners not to be motivated to pay attention when the teacher speaks English. Despite the fact, that teacher´s input is, due to its verbal and syntactic simplicity, usually comprehensible, both quantity and quality of comprehensible input provided by the particular teacher cannot be considered sufficient. In case of incomprehension (which is probably caused by learners surprise because of an utterance they have not heard before) the teacher immediately takes an advantage of the native tongue resource, which makes the learners excessively dependent on Czech language. Taking into consideration the facts that English is almost exclusively used as a language of activities and stereotypical commands, and with regard to the teacher´s inclination to the Grammar Translation Method, it appears to be highly improbable that learners manage to perceive English as a "real" language that can be used for communication and, most importantly, to learn to communicate in it.

TEACHER´S USE OF L2 X L1 IN THE CLASSROOM								
	Lesson 1 (3. B, 12Ss)		Lesson 2 (4. A, 16Ss)		Lesson 3 (5.A, 15Ss)		Total	
Language	English	Czech	English	Czech	English	Czech	English	Czech
% of T´s utterances in Frequency of occurrence	66,23	33,77	58,44	41,66	79,04	21,96	67,9	32,1
Social purpose Greeting	2	0	2	0	2	0	6	0
Chatting	0	3	0	0	0	10	0	14
Commenting on learners´ joke	0	3	0	1	0	4	0	8
Classroom management Maintaining discipline	0	1	0	3	2	6	2	10
Encouraging learner	0	1	0	2	1	0	1	3
Organization matters	2	4	0	2	0	0	2	6
Language of activities Running an activity	56	1	70	0	52	5	177	6
Giving instructions	27	6	17	42	32	8	77	56
Feedback	10	18	43	44	13	1	66	63
Checking comprehension	0	0	0	0	3	0	3	0
Singing	0	0	4	0	0	0	4	0
Discussing life & institutions	0	0	0	0	5	1	5	1
Language matters Explaining grammar	0	3	0	2	0	0	0	5
Asking to translate	0	11	0	0	0	0	0	11

COMPREHENSIBILITY OF INPUT 326 (CI) X 27 (Inc.I)						
Means of providing comprehensible input	Lesson 1		Lesson 2		Lesson 3	
	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input
	82	13	129	5	115	9
Input comprehensible without any special means	66		66		94	
Use of gestures	7		18		8	
Acting out	0		12		0	
Visual support – printed text	0		63		10	
Visual support – blackboard writing	9		0		3	

	Lesson 1	Lesson 2	Lesson 3
Visual support – pictures	0	0	0
Means of providing comprehension in case of incomprehensible input			
Use of repetition	2	1	1
Use of rephrasing	3	2	1
Use of gestures	0	2	0
Use of L1	8	2	7
Automatic use of translation	5	1	8

MEANS OF CHECKING COMPREHENSION			
Asking whether Ss understand	1	0	1
Asking to give an antonymy	0	2	3

ACQUISITION-FRIENDLY ENVIRONMENT		
Lesson 1 (3. B, 12Ss)	Lesson 2 (4. A, 16Ss)	Lesson 3 (5.A, 15Ss)
Posters with tenses **Students´ projects on the walls** **Map of British Isles** **No communicative activities** **No authentic materials** **Use of English in communication (excluding language used in activities) – 25%**	Posters with tenses Students´ projects on the walls Map of British Isles No communicative activities Working with the text „Snow White" – training for drama performance Use of English in communication (excluding language used in activities) – 20%	Posters with tenses Students´ projects on the walls Map of British Isles No communicative activities No authentic materials Use of English in communication (excluding language used in activities) – 20%

Teacher´s attitudes and believes about use of L1XL2

1. It is desirable to create an environment in which English would be the dominant language. The native tongue is useful especially as a means of providing comparative analysis of the language systems or as a time-saviour device in case of dealing with more complex instructions or organisation. However, it is ideal that learners encounter as much English as possible.

2. I use English when running activities. Activities in which appear "disguised" drills are especially useful for young learners. They make them to absorb required patterns and vocabulary. There are some popular modern methods, however, drill is

drill. Further, it proved useful to use English in frequently occurring classroom language and when dealing with some simple organisation matters. Czech is helpful when translation, in order to provide better comprehension, is necessary; for grammar and language difficulties explanation and also for faster and more effective organisation.

3. I teach for more than 40 years, of course, it has changed. It also developed due to language teaching policy – earlier there was much stronger emphasis on grammar and translation, so teachers used to teach rather in Czech.

Evaluation of the teacher´s ability to provide learners with comprehensible input

The teacher is greatly energetic and aims to activate the learners. According to their belief, she often involves learners into activities with repetitive patterns, which provide them with considerably high amount of comprehensible input that is rich with simple language patterns and elementary vocabulary. Due to teacher´s temperament and skilful organization, learners are alert and active during the majority of activities and appear to sufficiently acquire the language. As a weak point of teacher´s providing comprehensible input appears the fact that in most cases it is not supported by any visual (with exception of textual) or kinaesthetic means of providing comprehension. Being a teacher of rather higher grades, she often forgets to tune her language according to young learners´ level. Her speech is sometimes too rapid and pronunciation unclear. This makes the learners to look confused and the teacher usually immediately translates the required item. Furthermore, the teacher almost never checks comprehension. In several cases it came out in the course of an activity that even Czech instructions were not clear enough and children were not sure what they are supposed to do. Nevertheless, overall quantity and quantity of comprehensible input tends to be rather high.

TEACHER 3

TEACHER´S USE OF L2 X L1 IN THE CLASSROOM								
	Lesson 1 (5. A, 16Ss)		Lesson 2 (4. A, 18Ss)		Lesson 3 (4.B, 14Ss)		Total	
	English	Czech	English	Czech	English	Czech	English	Czech
% of T´s utterances in Frequency of occurrence	**45,45**	**54,55**	**64,34**	**35,66**	**62,12**	**37,88**	**57,3**	**42,7**
Social purpose **Greeting**	3	0	2	0	2	0	7	0
Chatting	7	2	9	2	11	17	27	21
Encouraging learner	0	0	2	0	3	0	5	0
Joking	2	1	2	0	2	5	6	6
Classroom management **Maintaining discipline**	0	4	4	3	3	2	7	9
Organization matters	7	21	22	3	5	3	34	27
Language of activities **Running an activity**	7	4	25	4	17	1	49	9
Giving feedback	17	14	10	8	8	5	35	27
Giving instructions	14	22	16	18	9	13	39	53
Checking comprehension	2	1	3	1	1	2	6	4
Language matters **Explaining grammar**	0	7	2	7	0	2	2	16
Explaining vocabulary	6	2	2	0	11	2	19	4

COMPREHENSIBILITY OF INPUT 191 (CI) X 8 (Inc.I)						
Means of providing comprehensible input	Lesson 1		Lesson 2		Lesson 3	
	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input
	57	**3**	**70**	**3**	**64**	**2**
Input comprehensible without any special means	45		41		45	
Use of gestures	4		5		6	
Acting out	0		2		2	
Visual support –printed text	6		12		0	
Visual support – pictures	2		10		11	
Means of providing comprehension in case of incomprehensible input **Use of L1**		0		1		3
Use of repetition		1		0		1
Use of rephrasing		2		2		0
Automatic use of translation	5		10		6	

MEANS OF CHECKING COMPREHENSION

Asking whether Ss understand	1	0	1
Asking to rephrase	2	1	1
Asking to translate	0	1	0
Asking to act out	0	2	0

ACQUISITION-FRIENDLY ENVIRONMENT		
Lesson 1 (3. A, 16Ss)	Lesson 2 (4. A, 18Ss)	Lesson 3 (3.A, 14Ss)
Map of British Isles No communicative activities No authentic materials Use of English in authentic communication (excluding language used in activities) – 40%	Map of British Isles No communicative activities No authentic materials Use of English in authentic communication (excluding language used in activities) – 85%	Map of British Isles No communicative activities No authentic materials Use of English in authentic communication (excluding language used in activities) – 49%

Teacher´s attitudes and believes about use of L1XL2

1.   It depends on particular group of learners and the aim of the lesson.

2.   The native tongue might be useful for explanation of some more difficult language issues, for giving instructions. In case that I use a word or phrase that learners might not acquire yet, I usually translate it immediately into Czech. For classroom management and social communication it proved useful to use both Czech and English, depending on the concrete situation. It is ideal to create an atmosphere, in which are the learners eager to communicate in English.

3.   I teach young learners for only two years. However, it seems easier to maintain English rather with them than with adults. Young learners are more comfortable when speaking English and also they do not require such detailed explanation of grammar as some adults do.

Evaluation of the teacher´s ability to provide learners with comprehensible input

Despite the fact that occurrence of teacher´s use of English is not distinctively higher than use of Czech, an amount of overall language input that the learners obtain during the lesson is considerably high. The teacher makes a great and efficient advantage of interactive board activities and videos for language learning. Although during the lessons appeared no communicative activities, the teacher leads learners towards independence and spontaneous

use of the target language. The learners often work in pairs or groups and use English as a means of communication extensively. The teacher constantly monitors and helps, if necessary. In reality, the teacher´s input must have been higher that noted, however, due to the fact that it was impossible to record all the individual consultations precisely, only input meant for whole class was noted. When using English the teacher tunes his language almost perfectly according to the learners´ level (in terms of vocabulary, syntax, speech rate and pronunciation). Rather occasional cases of incomprehensible input occur predominantly due to confusing instructions. The overall level of learners´ English is considerably high. Therefore, it might be beneficial, if teacher used some other reinforcement of providing comprehension instead of automatic translation (which often appeared unnecessary). Moreover, in various cases the learners appreciated when the teacher communicated in English (e. g. they wanted the teacher to answer the phone in English, they answered his question put in Czech in English or wanted to chat in L2). It is worth appreciation that the teacher communicates with the social purpose and deals with classroom management in the target language quite often, which must considerably contribute to learners´ communicative competence. Nevertheless, it remains desirable that ratio of teacher´s English was higher and the percentage of translation and L1 use lower.

TEACHER´S USE OF L2 X L1 IN THE CLASSROOM								
	Lesson 1 (3. A, 18Ss)		Lesson 2 (3. A, 17Ss)		Lesson 3 (4.B, 19Ss)		Total	
	English	Czech	English	Czech	English	Czech	English	Czech
% of T´s utterances in Frequency of occurrence	28,94	71,06	31,05	68,95	28,08	61,92	29,36	70,64
Social purpose Greeting	2	0	2	0	2	0	6	0
Chatting	0	13	0	8	0	7	0	17
Encouraging learner	0	0	0	2	0	1	0	3
Joking	0	4	0	1	0	9	0	14
Classroom management Maintaining discipline	0	5	0	3	1	2	1	10
Organization matters	0	9	0	16	3	33	3	58
Language of activities Running an activity	21	12	17	7	9	6	47	25
Giving feedback	7	34	10	18	8	17	25	69
Giving instructions	0	72	2	76	4	69	6	217
Checking comprehension	2	8	0	5	0	2	2	15
Giving words to TPR	8	0	9	0	0	0	17	0
Citing nursery rhyme	12	0	12	0	12	0	36	0
Language matters Explaining grammar	0	0	0	6	0	3	0	9
Explaining vocabulary	0	7	0	4	2	3	2	14
Giving words to translate	16	3	7	3	18	4	41	10

COMPREHENSIBILITY OF INPUT 134 (CI) X 15 (Inc.I)						
Means of providing comprehensible input	Lesson 1		Lesson 2		Lesson 3	
	Compr. Input	Incompr. input	Compr. input	Incompr. Input	Compr. Input	Incompr. Input
	48	6	47	3	39	6
Input comprehensible without any special means	9		17		26	
Use of gestures	7		5		2	
Acting out	0		1		0	
Visual support –printed text	16		17		0	
Visual support – pictures	14		7		10	
Means of providing comprehension in case of incomprehensible input Use of L1		5		3		5
Use of repetition		1		0		0
Use of rephrasing		0		0		1

Automatic use of translation	14		9		12	

MEANS OF CHECKING COMPREHENSION		
Asking whether Ss understand	3	0	0
Asking to give antonymy	0	0	1
Asking to translate	7	5	1

ACQUISITION-FRIENDLY ENVIRONMENT		
Lesson 1 (3. A, 16Ss)	**Lesson 2 (4. A, 18Ss)**	**Lesson 3 (3.A, 14Ss)**
No English materials around the classroom **No communicative activities** *Incy Wincy Spider rhyme* **Use of English in authentic communication (excluding language used in activities) – 6%**	No English materials around the classroom No communicative activities Incy Wincy Spider rhyme Use of English in authentic communication (excluding language used in activities) – 6%	No English materials around the classroom No communicative activities Incy Wincy Spider rhyme Use of English in authentic communication (excluding language used in activities) – 10%

Teacher´s attitudes and believes about use of L1XL2

1.   Ideally, the target language should be used as much as possible, but in elementary school conditions it is almost superhuman performance. It depends on an individual teacher. It is possible to "train" learners, especially young ones. I always plan to employ English as much as possible when I start to teach a new group, but due the pressure of school environment I usually lapse into teaching in Czech.

2.   It is right to use English extensively. I speak usually English when running activities. I teach children some simple English songs and rhymes, they enjoy it. Dealing with some unexpected events, classroom organisation and language explanation is due to the time pressure and learners´ low language level extremely demanding.

3.   As I have already said, I plan to use English, but then I fall into stereotype and it does not work according to my expectations. I used to teach evening courses for adults and at grammar school, it is much easier to maintain English there, they are motivated and the groups are smaller.

Evaluation of the teacher´s ability to provide learners with comprehensible input

It is evident that teacher fails to provide learners with enough comprehensible input. English is used almost exclusively in activities. Instances of the target language employed for immediate communicative purpose are extremely rare. In 2 lessons out of 3 the only use of English that falls into this category, is traditional greeting in the beginning and in the end of the lesson. Instructions, even the simplest ones, are as a rule provided in Czech. When speaking English, the teacher´s vocabulary, syntax and speech rate tend to be quite finely adjusted to the learners´ level, nevertheless, unclear pronunciation sometimes causes incomprehension. As a positive aspect of teacher´s providing comprehensible input could be noted high use of devices that help understanding. There was noted the highest employment of pictures. Once again, the teacher appears to be fond of translation. There were recorded numerous instances, when the teacher automatically translated her own utterance, she often asks the whole class to translate some decontextualized words and phrases (e.g. as a warm up or revision), and furthermore, translation is her most common device for checking comprehension. It appears that the teacher tries to create positive atmosphere for learning, however, she does it rather in a clumsy way. Her biting jokes in learners´ native tongue tend to be little bit embarrassing or even insulting towards the young learners. Unfortunately, the English nursery rhyme rather gives an impression of the sad filler, employed in case when children seem too tired and demotivated to continue.

TEACHER 5

TEACHER´S USE OF L2 X L1 IN THE CLASSROOM								
	Lesson 1 (4. B, 16Ss)		Lesson 2 (3. A, 18Ss)		Lesson 3 (5.B, 14Ss)		Total	
	English	Czech	English	Czech	English	Czech	English	Czech
% of T´s utterances in Frequency of occurrence	38,04	61,96	33,33	66,67	32,09	67,97	34,46	65,54
Social purpose Greeting	2	0	1	0	1	0	4	0
Chatting	0	0	0	0	7	29	7	29
Classroom management Maintaining discipline	0	6	4	14	2	18	6	38
Organization matters	0	4	2	5	0	8	2	17
Language of activities Running an activity	13	5	2	6	8	3	23	14
Giving feedback	11	14	31	39	15	20	57	73
Giving instructions	11	43	20	61	11	42	42	146
Checking comprehension	1	2	0	1	0	1	1	4
Language matters Giving words to translate	32	5	29	19	25	12	86	36
Explaining grammar	0	21	7	5	0	8	7	34
Explaining vocabulary	0	4	0	2	0	5	0	11

COMPREHENSIBILITY OF INPUT 183 (CI) X 12 (Inc.I)						
Means of providing comprehensible input	Lesson 1		Lesson 2		Lesson 3	
	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input
	62	5	62	3	59	4
Input comprehensible without any special means	44		55		36	
Use of gestures	2		4		1	
Visual support –printed text	16		0		18	
Visual support – pictures	0		3		4	
Means of providing comprehension in case of incomprehensible input Use of L1		5		3		3
Use of repetition		0		0		1
Automatic use of translation	6		11		6	

MEANS OF CHECKING COMPREHENSION			
Asking whether Ss understand	1	1	1
Asking to translate	2	0	0

ACQUISITION-FRIENDLY ENVIRONMENT		
Lesson 1 (3. A, 16Ss)	Lesson 2 (4. A, 18Ss)	Lesson 3 (3.A, 14Ss)
No English materials around the classroom **No communicative activities** **No authentic materials** **Use of English in authentic communication (excluding language used in activities) – 17%**	No English materials around the classroom No communicative activities No authentic materials Use of English in authentic communication (excluding language used in activities) – 27%	No English materials around the classroom No communicative activities No authentic materials Use of English in authentic communication (excluding language used in activities) – 15%

Teacher´s attitudes and believes about use of L1XL2

1. It is ideal to conduct whole lesson in English, however, it is impossible in the majority of elementary school conditions.

2. It is good to use English for classroom language such as greeting and simple instructions. Czech is handy for grammar and vocabulary explanation. Everything depends on the limits of a current class and situation. There is almost one third of integrated learners in some classes, so it is extremely demanding to communicate in English there. In cases, when children are unruly or tired, Czech is more suitable device for classroom organization and giving instructions.

3. It developed with experiences, but I cannot say that is has changed in a particular way.

Evaluation of the teacher´s ability to provide learners with comprehensible input

Comprehensible input provided by the teacher that may efficiently contribute to the learners is extremely low. Due to the fact, that one of the most frequent activities organised by the teacher are competitions or whole class examinations based on translation of English words or phrases into Czech, about 40% of teacher´s language consists of decontextualized words of phrases. Taking into consideration that these utterances are usually immediately translated by some learner, it is questionable, whether it is possible to consider such items for comprehensible input at all. Another most dominant category of teacher´s input is providing simple feedback (such as "yes", "good", "OK") and giving simple frequently

occurring instructions. Amount of comprehensible input in other categories is almost negligible. Comprehensible input could be estimated insufficient concerning both quantity and quality. Furthermore, the teacher occupies the last place when it comes to frequency of comprehensible input devices. Another unfavourable position is 92% (the highest) employment of L1 in case of incomprehension. The teacher´s input is very poor considering the range of syntax and vocabulary, there appears to be little for children to acquire. The teacher´s pronunciation (both in Czech and in English) is extremely drawn out and unnatural, her rate of speech purposelessly slow and accompanied by excessive mimics. When it comes to the teacher´s arguments concerning demanding conditions and unruly children, it is not daring to state that these are more than partly caused by teacher herself, since all the lessons consisted of stereotypical activities based exclusively on textbook exercises or translation, therefore, the learners tended to be demotivated and not concentrated.

TEACHER 6

TEACHER´S USE OF L2 X L1 IN THE CLASSROOM								
	Lesson 1 (5. B, 14Ss)		Lesson 2 (4. A, 13Ss)		Lesson 3 (3.A, 16Ss)		Total	
Language	English	Czech	English	Czech	English	Czech	English	Czech
% of T´s utterances in Frequency of occurrence	**87,37**	**12,63**	**88,51**	**11,49**	**85,19**	**14,81**	**87,02**	**12,98**
Social purpose Greeting	2	0	4	0	2	0	8	0
Chatting	0	4	3	0	4	0	7	12
Asking learners´ opinion	2	0	1	0	0	0	3	0
Classroom management Organization matters	16	4	11	1	9	8	36	19
Maintaining discipline	0	0	0	0	5	2	5	2
Language of activity Giving instructions	29	6	96	14	52	2	177	16
Running an activity	65	0	71	6	54	1	180	7
Giving feedback	30	0	64	1	39	5	133	6
Checking comprehension	9	2	19	1	23	3	45	6
Discussing life & institutions	0	8	6	12	1	7	7	19
Language matters Explaining grammar	0	0	0	0	6	2	6	2
Explaining vocabulary	21	1	31	2	7	1	55	4
Explaining pronunciation	2	4	2	4	0	0	4	8

COMPREHENSIBILITY OF INPUT 668 (CI) X 7 (Inc.I)						
Means to provide compr. Input	Lesson 1		Lesson 2		Lesson 3	
	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input
	175	**1**	**303**	**4**	**190**	**2**
Input comprehensible without any special means	68		172		35	
Use of gestures	26		35		40	
Acting	7		11		8	
Visual support – textbook text	11		16		0	
Visual support – blackboard writing	32		20		28	
Visual support – pictures	31		23		13	
Visual support – objects in the class	0		22		66	
Means of providing comprehension in case of incomprehensible input Use of gestures		1		2		1
Use of L1		0		1		0
Rephrasing		0		2		2
Repetition		1		1		0

Acting		0		1		1

MEANS OF CHECKING COMPREHENSION			
Asking whether Ss understand	2	1	0
Asking to translate	0	2	0
Asking to rephrase	3	2	0
Asking an open question	5	10	9
Asking to act out	0	2	8
Asking to give an antonymy	1	2	6
Asking to raise hands if understood	0	1	3

ACQUISITION-FRIENDLY ENVIRONMENT		
Lesson 1 (5. B, 14Ss)	**Lesson 2 (4. A, 13Ss)**	**Lesson 3 (3.A, 16Ss)**
No English materials around the classroom No communicative activities No authentic materials Use of English in communication (excluding language used in activities) – 69%	Posters with tenses, transport, animals Students´s projects on the walls Map of British Isles No communicative activities Use of English in communication (excluding language used in activities) – 95%	No English materials around the classroom No communicative activities Folk tale „Little Red Hen" – training for drama performance Use of English in communication (excluding language used in activities) – 67%

Teacher´s attitudes and believes about use of L1XL2

1.   Certainly, it is ideal to maximize English input. However, it depends on the particular class, how well it works. Teaching predominantly in English works well in classes, where is high ratio of global thinkers. Some groups of senior young learners with many analytically thinking children do not react to exclusive use of English that positively. Sometimes they appear to be overwhelmed with English. They are confused, tend to "switch off" and seem not to process an input.

2.   I consider that it is possible to use English for almost everything. However, it depends on preparation, tiredness and time pressure a lot. Sometimes it useful to employ Czech for some more complex explanation of language matters, if necessary. When children look tired, a little talk in their native tongue may cheer them up. I usually use Czech for explaining them some learning strategies.

3.   I would not say that it has changed. I try to reflect on my work and learn. It develops in a way.

Evaluation of the teacher´s ability to provide learners with comprehensible input

Teacher´s skill to provide learners with a large amount of high quality comprehensible input is brilliant. She turns the classroom into environment, where it feels absolutely natural to use English as a communicative device. Czech language definitely plays only a supportive role. It is usually used when dealing with more difficult instructions and organisation matters that learners might have not encountered before or as a last resource when explaining language matters. When it comes to the quality of comprehensible input, the teacher tunes it perfectly according to the learners´ level and achieves it by an extensive employment of aids that facilitate comprehension. Despite the great amount of language input, cases of incomprehension are considerably rare and the teacher employs various techniques of meaning mediation in case of incomprehension. Moreover, the teacher regularly checks comprehension by various means. Despite the fact that the learners were not surrounded by English materials that they could directly refer to and even despite absence of communicative activities, there was created an acquisition-friendly environment that was rich with comprehensible input and spontaneous communication in the target language.

TEACHER 7

TEACHER´S USE OF L2 X L1 IN THE CLASSROOM								
	Lesson 1 (3. A, 6Ss)		Lesson 2 (4. A, 18Ss)		Lesson 3 (3.A, 16Ss)		Total	
Language	English	Czech	English	Czech	English	Czech	English	Czech
% of T´s utterances in Frequency of occurrence	60,23	39,87	67,49	32,51	66,74	33,26	65,79	34,21
Social purpose Greeting	2	0	4	0	2	0	8	0
Chatting	2	9	4	10	0	6	6	25
Asking learners´ opinion	2	0	0	8	3	0	5	8
Classroom management Maintaining discipline	0	2	0	0	0	3	0	5
Organization matters	2	3	12	0	5	13	19	16
Language of activities Giving instructions	49	26	59	2	52	24	160	52
Running an activity	46	0	25	0	28	4	99	4
Feedback	28	4	10	2	22	3	60	9
Checking comprehension	6	4	4	10	4	4	14	18
Discussing life & institutions	0	51	14	43	0	0	14	94
Singing	10	0	18	0	10	0	38	0
Language matters Explaining vocabulary	9	4	14	4	7	2	30	10
Asking to translate words/sentences	0	0	4	0	3	0	7	0

COMPREHENSIBILITY OF INPUT 437 (CI) X 10 (Inc.I)						
Means of providing comprehensible input	Lesson 1		Lesson 2		Lesson 3	
	Compr. Input	Incompr. Input	Compr. Input	Incompr. input	Compr. Input	Incompr. Input
	149	2	159	5	129	3
Input comprehensible without any special means	66		77		51	
Use of gestures	25		26		29	
Acting	4		1		3	
Visual support –printed text	10		18		12	
Visual support – blackboard writing	0		11		6	
Visual support – pictures	4		14		16	
Visual support – objects in the class	40		13		17	
Means of providing comprehension in case of incomprehensible input Use of L1		0		0		1
Rephrasing		1		5		2
Automatic use of translation	5		4		4	

MEANS OF CHECKING COMPREHENSION			
Asking whether Ss understand	3	3	1
Asking to translate	0	4	2
Asking an open question	6	2	3
Asking to act out	1	0	0
Asking to give an antonymy	0	5	2

ACQUISITION-FRIENDLY ENVIRONMENT		
Lesson 1 (3. A, 6Ss)	Lesson 2 (4. A, 18Ss)	Lesson 3 (3.A, 16Ss)
No English materials around the classroom No communicative activities Use of English in authentic communication (excluding language used in activities) – 40%	No English materials around the classroom No communicative activities Use of English in authentic communication (excluding language used in activities) – 9%	No English materials around the classroom No communicative activities Use of English in authentic communication (excluding language used in activities) – 4%

Teacher´s attitudes and believes about use of L1XL2

1.   That is a difficult question. Numerous factors intervene. It depends on a concrete lesson, on its aim. It is useful to maximize English, however, I´m not a fan of exclusive use of the target language. Moreover, nowadays there is a certain comeback of L1 use in ELT.

2.   Usually it is easier to maximize English with young learners. They do not require such analytical explanation of language matters as some senior learners. I consider Czech more suitable for grammar and pronunciation explanation. In order to explain vocabulary I usually use English accompanied by various pictures, objects or gestures. My learners know some frequently occurring instructions. For more difficult organisation I prefer to use Czech language.

3.   I would not say that it has changed thorough my practice. I still learn and my attitudes develop. Ratio of English depends on the current atmosphere, tiredness. Now, towards the end of the school year, it is the worst period, teachers are exhausted. The situation is better in the beginning of the school year, since we enter the school with new visions and ideas.

Evaluation of the teacher´s ability to provide learners with comprehensible input

Ratio of the target language provided by the teacher could be estimated as rather high. English dominates the majority of categories. It is worth appreciation that the teacher provides the learners with great amount of information concerning life and institutions of English-speaking countries, unfortunately, this is conducted predominantly is the native tongue, despite that the majority of facts could be quite easily transmitted in English and would serve as a rich input. Teacher´s input is quite nicely adjusted to the learners´ level and the second richest when it comes to visual reinforcement when providing comprehension. Occasional incomprehension is usually caused by the teacher´s ambiguous pronunciation of an item or by learners´ encountering an unknown word. Nevertheless, the teacher is able to solve it successfully by means of constant elaboration and reformulation. The teacher regularly makes herself sure that the learners understood, however, she frequently employed the least efficient ways of checking comprehension. The lessons are rich in authentic songs and rhymes, which are, regrettably, only sung or read and never followed by some further elaboration.

TEACHER 8

TEACHER´S USE OF L2 X L1 IN THE CLASSROOM								
	Lesson 1 (3. A, 19Ss)		Lesson 2 (3. A, 20Ss)		Lesson 3 (3.A, 18Ss)		Total	
Language	English	Czech	English	Czech	English	Czech	English	Czech
% of T´s utterances in Frequency of occurrence	**44,23**	**55,77**	**31,15**	**68,85**	**24,53**	**75,47**	**33,3**	**66,7**
Social purpose **Greeting**	2	0	2	0	2	0	6	0
Chatting	0	0	0	0	0	6	0	6
Classroom management **Maintaining discipline**	3	6	2	11	0	10	5	27
Organization matters	1	3	0	31	0	36	1	69
Language of activities **Giving instructions**	14	80	17	55	14	74	45	207
Running an activity	49	11	23	10	22	36	94	57
Feedback	12	34	3	18	14	37	29	89
Checking comprehension	4	0	1	1	0	0	5	1
Giving sentences to TPR	0	0	4	0	13	0	17	0
Singing	30	0	5	0	0	0	35	0
Language matters **Explaining vocabulary**	0	6	0	2	0	0	0	8
Explaining grammar	0	5	0	0	1	4	1	9

COMPREHENSIBILITY OF INPUT 233 (CI) X 4 (Inc.I)						
Means of providing comprehensible input	Lesson 1		Lesson 2		Lesson 3	
	Compr. Input	Incompr. input	Compr. Input	Incompr. input	Compr. Input	Incompr. Input
	112	**2**	**56**	**1**	**65**	**1**
Input comprehensible without any special means	89		33		48	
Use of gestures	3		2		2	
Acting	0		0		0	
Visual support –printed text	12		7		0	
Visual support – blackboard writing	8		10		6	
Visual support – pictures	0		3		2	
Visual support – objects in the class	0		1		7	
Means of providing comprehension in case of incomprehensible input **Use of L1**		1		1		1
Use of rephrasing		1		0		0
Automatic use of translation	6		5		4	

MEANS OF CHECKING COMPREHENSION						
Asking whether Ss understand	1		1		0	
Asking to translate	2		1		0	

Asking an open question	1	0	0

ACQUISITION-FRIENDLY ENVIRONMENT		
Lesson 1 (3. A, 6Ss)	**Lesson 2 (4. A, 18Ss)**	**Lesson 3 (3.A, 16Ss)**
No English materials around the classroom **No communicative activities** **Use of English in authentic communication (excluding language used in activities) – 40%**	No English materials around the classroom No communicative activities Use of English in authentic communication (excluding language used in activities) – 9%	No English materials around the classroom No communicative activities Use of English in authentic communication (excluding language used in activities) –4%

Teacher´s attitudes and believes about use of L1XL2

1.   English should be the dominant language in the classroom. However, it is inevitable to employ Czech if FLT as well. It is an administration policy of our school that children should be able to translate. Moreover, many course books and materials for young learners are English-Czech.

2.   I use English for greeting, some simple instructions and classroom management that is easy to understand. For grammar and vocabulary explanation I prefer Czech, it is more precise.

3.   I would do not think that it has changed. I would like to use English more, but having 20 children in the class I always lapse into Czech, it is a pity. I also teach in a kindergarten and I speak only English there. The size of group is small and children literally soak up the language.

Evaluation of the teacher´s ability to provide learners with comprehensible input

An amount of comprehensible input provided by the teacher is estimated as rather low. Comparing the ratio of English in observed lessons, there is noted a distinctively declining tendency. During the 2nd and the 3rd lesson teacher uses English almost exclusively in activities. Employment of English as a communicative device is noticeably scarce. Furthermore, there occur to be almost no instances of comprehension checking. The teacher manages to successfully adapt her spoken English to the learners´ level of CC, the cases of incomprehension are one of the rarest noticed. Nevertheless, the vast majority of input is provided without any means facilitating comprehension apart from printed or blackboard

written text. Teacher tends to be motionless, there is not enough body language or visual support from her side. Overall pace of lesson and running of activities appears to be slow and to some extent inefficient. The teacher´s argument concerning the large size of the group is fully justifiable, but unfortunately, there is evident a certain stagnation and helplessness of the teacher herself.

TEACHER 9

TEACHER´S USE OF L2 X L1 IN THE CLASSROOM								
	Lesson 1 (4. B, 17Ss)		Lesson 2 (4. A, 20Ss)		Lesson 3 (5.A, 23Ss)		Total	
Language	**English**	**Czech**	**English**	**Czech**	**English**	**Czech**	**English**	**Czech**
% of T´s utterances in Frequency of occurrence	**38,76**	**61,24**	**33,13**	**66,87**	**37,59**	**62,41**	**36,49**	**63,51**
Social purpose **Greeting**	1	0	1	0	1	0	3	0
Chatting	0	0	0	8	0	2	0	10
Classroom management **Organization matters**	1	10	0	3	0	8	1	21
Maintaining discipline	1	6	0	11	0	2	1	19
Encouraiging learner	0	0	0	2	0	0	0	2
Language of activities **Giving instructions**	7	42	2	37	8	28	17	107
Giving feedback	9	11	3	14	14	7	26	32
Running an activity	29	9	44	15	22	6	95	30
Checking comprehension	2	2	1	7	2	3	5	12
Language matters **Explaining grammar**	0	3	0	6	3	14	3	23
Explaining vocabulary	0	2	2	3	0	6	2	11
Asking to translate words/sentences	0	4	0	1	0	7	0	12

COMPREHENSIBILITY OF INPUT 104 (CI) X 21 (Inc.I)						
Means of providing comprehensible input	Lesson 1		Lesson 2		Lesson 3	
	Compr. Input	**Incompr. Input**	**Compr. Input**	**Incompr. Input**	**Compr. Input**	**Incompr. input**
	36	**8**	**29**	**9**	**39**	**4**
Input comprehensible without any special means	15		13		18	
Use of gestures	4		1		5	
Visual support – printed text	8		6		8	
Visual support – blackboard writing	2		7		0	
Visual support – pictures	4		2		9	
Visual support – objects in the class	3		0		0	
Means of providing comprehension **Use of L1**		5		7		2
Repetition		1		2		1
Rephrasing		2		0		1
Use of gestures		1		0		2
Automatic use of translation	6		15		7	

MEANS OF CHECKING COMPREHENSION			
Asking whether Ss understand	2	5	2
Asking to translate	2	2	1
Asking to give antonymy/synonymy	0	1	2

ACQUISITION-FRIENDLY ENVIRONMENT		
Lesson 1 (4. B, 17Ss)	Lesson 2 (4. A, 20Ss)	Lesson 3 (5.A, 23Ss)
No English materials around the classroom **No communicative activities** **No authentic materials** **Use of English in authentic communication (excluding language used in activities) – 16%**	No English materials around the classroom No communicative activities No authentic materials Use of English in authentic communication (excluding language used in activities) – 4%	Posters with tenses, transport Students´ projects on the walls Map of British Isles No communicative activities No authentic materials Use of English in authentic communication (excluding language used in activities) – 8%

Teacher´s attitudes and believes about use of L1XL2

1. Taking into account limited possibilities of elementary schools, I would say that even half to half use of English and Czech is a success.

2. I use English for some simple orders, in activities. For classroom management and some explanation I rather use Czech. Due to the size of the group I usually cannot afford to use English, it is time consuming and I must be sure that everybody has understood.

3. It has not changed particularly. One gains new experience, it develops, we learn all the time.

Evaluation of the teacher´s ability to provide learners with comprehensible input

Quantity of teacher´s comprehensible input appears to be insufficient and instances of English use for authentic communication are rather rare. For classroom management and dealing with language matters is almost exclusively employed the native tongue. Despite the fact that approximately in 60% is teacher´s input supported by some special reinforcement of providing comprehension (however, predominantly by text), the ratio of incomprehensible input tends to be fairly high. This is as a rule brought about either by teacher´s inadequate

language modification in terms of vocabulary or, more frequently, by excessively high pitched and unnaturally drawn out pronunciation which is often hard to understand. The instances of teacher´s automatic translation of an utterance that could possible serve as comprehensible input occur quite frequently. Incomprehension is predominantly solved by making use of L1. As mentioned above, the teacher´s complaining about a large size of the groups is justifiable, nevertheless, the employment of the native tongue is unnecessarily high and works on the detriment of learners´ CC development.

2. 4. Summarization of teaching practices

	Total frequency of occurrence/percentage		Maximum/Minimum per lesson		On average per lesson	
Language	English	Czech	English	Czech	English	Czech
Total	**48,74%**	**51,26%**	**88,51%/ 20,1%**	**79,9%/ 11,49%**	**---**	**---**
Social purpose Greeting	50/100%	0	4/1	0/0	**2**	**0**
Chatting, Joking	88/32%	187/68%	16/0	29/0	**3,26**	**6,93**
Classroom management Maintaining discipline	27/15%	153/85%	5/0	23/0	**0,56**	**5,67**
Organization matters	103/30%	246/70%	22	36	**3,81**	**9,1**
Language of activities Running an activity	812/84%	160/16%	71/2	36/0	**30**	**5,93**
Giving instructions	580/42%	780/58%	96/0	80/2	**21,48**	**28,89**
Feedback	440/56%	344/44%	64/2	44/0	**16,23**	**12,74**
Checking comprehension	80/53%	72/47%	23/0	10/0	**3,04**	**2,7**
Rhymes & Songs	113/100%	0	38/0	0/0	**4,19**	**0**
Discussing life & institutions	26/19%	114/81%	6	51	**0,96**	**4,2**
TPR	45/100%	0	13/0	0	**1,67**	**0**
Language matters Explaining grammar	19/15%	104/85%	7/0	21/0	**0,7**	**3,85**
Explaining vocabulary & pronunciation	108/61%	68/39%	31/0	7/0	**4**	**2.52**
Asking to translate	140/56%	108/44%	32/0	19/0	**5,19**	**4**

COMPREHENSIBILITY OF INPUT						
Means of providing comprehensible input	Total frequency of occurrence Percentage		Maximum Minimum per teacher		On average per lesson	
	Compr. Input	Incompr. Input	Compr. Input	Incompr. Input	Compr. Input	Inc. input
	2240 95%	110 5%	668(T6) 64(T1)	27(T2) 4(T8)	82,96 (Max. 303, Min. 15)	4,07 (Max.13, Min. 0)
Input comprehensible without any special means	1261		74%(T5) 40%(T4)		18	
Use of gestures	272 28%		18%(T7) 3%(T8)		10,07	
Visual support – text	429 44%		30%(T9) 9%(T3)		15,89	
Visual support – acting	51 5%		4%(T6) 0%(T1,T 5,T8,T9)		1,89	
Visual support – pictures	191 19%		23%(T4) 0%(T2)		7,07	

Visual support – objects in the class	169 17%		13%(T6, T7) 0%(T1-T5)		6,26	
Means of providing comprehension in case of incomprehensible input Use of L1		70		92%(T5) 8%(T6)		---
Repetition		14		20%(T3) 0%(T1)		---
Rephrasing		18		40%(T3) 0%(T1,T5,T7,T8)		---
Use of gestures		9		31%(T6) 0% (T1, T3,T4,T5,T7,T8)		---
Acting		2		15%(T6) 0% (T1-T9)		---
Automatic use of translation	204		42 (T1) 0 (T6)		7,56	

MEANS OF CHECKING COMPREHENSION			
	Total frequency of occurrence	**Maximum Minimum per teacher**	**On average per lesson**
Total	**162**	**51(T6)** 5(T5)	**6** (Max. 26, Min.0)
Asking whether Ss understand	35	**9(T9)** 2(T2,T3,T8)	---
Asking to translate	37	**13(T4)** 0(T2)	---
Asking an open question	36	**24(T6)** 0(T1-T5, T9)	---
Asking to give antonymy/synonymy	26	**9(T6)** 0(T3, T5, T8)	---
Asking to rephrase	9	**5(T6), 4(T3)** 0 (T1-T9)	---
Act out	13	**10(T6)** 0 (T1,T2, T4, T5, T8, T9)	---
Asking to raise hands if understood	4	**4(T6)** 0(T1-T9)	---

Summarization of interviews

1.	It is not easy to estimate the ideal ratio, since it depends on the aim of the lesson and on the learners. Sometimes it is less demanding to maximize English with young learners. They tend to think less analytically and do not require such amount of logical explanation of language system. Generally, we believe that it is beneficial to maximize English input, however, it is often hard due to the conditions of elementary schools. We wish the groups were smaller and children well-behaved. Sometimes maximization of the target language does not work because we (both teachers and children) are tired and there is a certain pressure of school policy.

2.	Some of us believe that it is beneficial to use English as extensively as possible, however, we usually acknowledge that it is highly demanding concerning time and energy. Therefore, the majority of us have come to the conclusion that it is sufficient to use English for some classroom language such as frequently occurring instructions or organisation matters. We believe that it is prospective to use L1 as a teaching device quite extensively, especially for difficult instructions and classroom management, also for explanation of grammar, pronunciation and difficult vocabulary. L1 may be helpful when conditions are hard or in case that unexpected events occur.

3.	We try to reflect on our work and learn. Our attitude towards L1 and L2 has not changed particularly, however, it is developing in a certain way. Our practice is also influenced by school policy to a certain degree. The majority of us have rich experience in teaching learners of different age categories. We tend to believe that an elementary school is the most demanding institution for teaching. The young learners are not easy to motivate and keep disciplined. On the other hand, maintaining in English when leading young learners´ lessons may be easier, since they usually do not require abstract vocabulary and difficult language system explanation.

2. 5. Summarizing interpretation of data obtained and conclusions of the research

The research based on data collected by means of observing 9 teachers of different elementary schools attempts to provide, at least to some degree, a mapping of teachers´ attitude towards employment of the target and the native tongue in language teaching. It puts the question, whether teachers of Czech elementary schools use English as an authentic communicative device in the classroom and subsequently, enable learners to perceive the target language as a meaningful and fully-fledged means of communication.

The 1st aim of the research: *To estimate the degree of the target language use by teachers during lessons in 3rd-5th grade.*

The data obtained has shown that solely 48,74% of total amount of teachers´ utterances is conducted in English. The only instances for which teachers use exclusively English are **greeting** and, quite naturally, citing **rhymes**, **singing** and giving learners commands based on **TPR**. Another category which English distinctively dominates is **running an activity**. Teachers were estimated to employ English in 84% in its course.

Into the categories where frequency of occurrence of English rather slightly exceeds the Czech one falls **explaining of vocabulary and pronunciation** (61%), **providing feedback** (56%) and **checking comprehension** (51%). Unfortunately, the vast majority of language items that fall into categories mentioned above can be rather defined as "language of activities", since apart from traditional classroom greeting none of them usually serve immediate communicative purpose based on classroom environment.

Surprisingly enough, Czech language takes the lead when it comes to **giving instructions** – English is applied only in 42%. In case of **chatting** and **joking** with learners, teachers make use of the target language in 32% and when dealing with organisation matters the ratio of English reaches 30%.

The instances in which the native tongue clearly plays the first part are **discussing life and institutions** of English speaking countries (English is used in 19%, however, due to the small sample the ratio is highly influenced by one particular teacher). Following the aims of **maintaining discipline** and **explaining grammar** teachers clearly prefer to take an advantage of the shared native tongue and make use of the target language only in 15%.

From the conclusions of the theoretical part (see 1.4.) it is evident that even though a number of applied linguists and teacher educators support making use of L1 in foreign language teaching, they warn against an excessive employment of the native tongue. They propose to take an advantage of the mother tongue resource in a considered and organised way or even to determine certain periods during which L1 is allowed to use and helps to remove uncertainties.

Taking into consideration the above mentioned and looking back at the data obtained, it is possible to estimate that there is merely one teacher (T6) that employs Czech language as a rather supportive device and that tends to apply L1 in a systematic and elaborate way. 8 teachers out of 9 appear to use the mother tongue for some or other purposes rather exaggeratedly. Therefore, they provide the clear example of the risk that Larsen-Freeman and Long warn against (IBID) – excessive employment of L1 that reduces the time of teacher´s and learners´ interaction in the target language, which is, at least in 5 cases (T1-27%, T4-29%, T5-34%, T8-33%, T9-36%) by any means insufficient.

Another factor that definitely does not help to create the ideal environment for successful language acquisition is constant use of **translation**. This makes the learners strongly dependent on L1 and in the course of observation it was evident that teachers use Czech as a matter of course, even in instances when it is fully possible to communicate in English. In case of all the teachers, with the exception of the Teacher 6, frequent cases of automatic translation use were noticed. The teachers tend to translate just said utterance immediately, even without waiting for the slightest sign from the learners´ part that would indicate incomprehension. It appears that the teachers even do not realize the fact that they needlessly deprive learners of potential comprehensible input.

Talking about translation, it was also estimated to be the most frequent device of providing understanding in case of incomprehension. The teachers apply it on average in 70%. Furthermore, translation occupies the leading position when it comes to means of checking comprehension. Finally, the majority of the teachers regularly (on average 9 times a lesson) ask children to translate some words and phrases (apart from comprehension checking) from L1 to L2 or the other way round. Several teachers even base whole activities of the translation of decontextualized words. Despite the fact that finally it was taken a decision to accept such items as possible CI, according to an analysis presented in the chapter 3.3.4., such instances theoretically cannot serve as an fully-fledged comprehensible input due

to the fact that presenting decontextualized language items impedes language processing that is required for input to become intake.

When it comes to classroom management, dealing with unexpected events or chatting, teachers evidently prefer to use the native tongue. Unfortunately, by means of that they deprive the learners of the most digestible comprehensible input. It is apparent from the findings of the chapter 1.2. that the learners absorb the best meaningful and fully contextualised input and information is stored on the basis of its functionality and meaningfulness. It seems rather illogical on the part of the majority of the teachers to replace such communicatively relevant input of "here and now" by decontextualized vocabulary items. In case that no emotions are involved, teacher´s input bears no communicative function and the children cannot be expected to be alert and attentive. Lack of interest and attention causes it impossible to learn.

The 2nd aim of the research: *To determine the amount of comprehensible input that teachers provide their learners with, to discuss the means of comprehensible input mediation and to analyse presence and means of learners´ comprehension checking.*

Data obtained serve as the evidence that the amount of comprehensible input depends to a great extent on the particular teacher. The gap between maximal (303 utterances) and minimal (15 utterances) comprehensible input per lesson may be considered extremely wide. Due to the fact that teachers employ the target language predominantly in instances when they are sure that there is no threat of incomprehension, and due to the high involvement of L1, input provided is comprehensible in 95%.

Speaking English, teachers usually adjust their language according to young learners´ level quite successfully. Occasional incomprehension is usually caused by confusing presentation of input (it is not broken down into small systematic incremental steps), vague or ambiguous pronunciation, choice of difficult vocabulary, or by high rate of speech.

Almost half of comprehensible input was presented with help of means that reinforce providing comprehension. The most dominant is the **textual support** which is employed in 44% of input provided by some special means. The second most frequently occurring are **gestures** (28%), followed by **pictures** (19%) and **objects** in the class (17%). However, there should be, once more, highlighted different attitudes of individual teachers. Whereas some teachers take a great advantage of non-verbal communication, gestures and even acting, the others tend to be rather static, employing almost no body language at all. Similarly, there

were noted instances of teachers that e. g. did not refer to a single picture or object during the three lessons observed.

As it was already mentioned, **incomprehension** is usually solved by means of **L1 use**. The other most frequent devices are estimated to be **rephrasing** (however, it is used merely by 5 teachers) and **repetition**. 3 teachers were noticed to accompany providing comprehension by means of **gestures**.

The most preferred means of **checking comprehension** occurs to be asking to **translate** a particular piece. The similar rate is achieved by asking the learners **whether they understand** (which is, however, traditionally labelled as the most inefficient way of checking comprehension) and by asking an open question (the high rate of which is achieved thanks to 3 teachers, 6 do not apply it at all). The last means of checking comprehension which is, due to its frequency, worth to be taken into consideration is asking learners to give **antonymy or synonymy.**

When it comes to the issue of turning the classroom into environment friendly for language acquisition, it could be determined that conditions close to ideal were not created in any case. This fact is, however, not only the teachers´ fault. The majority of teachers were not provided with own classroom, or even with classroom that would serve explicitly for ELT. The classes were conducted in the classroom that primarily served for teaching of some other subject in 19 cases out of 27. In classrooms that were designed for ELT no materials that could serve as potential help in case learner gets stranded when communicating the message were registered. The walls were predominantly plastered with grammar charts, learners´ projects and maps.

Surprisingly enough, there were not noticed any activities organised by the teachers that would be communicative in its nature. Authentic materials use (songs and nursery rhymes) was noted in case of several teachers. Unfortunately, they tended to be presented rather as fillers and were not elaborated any further. Two of the teachers worked upon drama performance preparation, however, one of the respondents was not sure whether the text is authentic or genuine.

When it comes to the frequency of the target language use for immediate communicative purpose (communicating with certain social aim or classroom management), only 2 teachers (T3 and T6) show a tendency of preference English over Czech. An average ratio was estimated to be only 23, 7%.

The 3rd aim of the research: *To discover teachers´ attitudes and believes about the role of the target and the native language in the classroom.*

According to the majority of the teachers, the target language should play the dominant role in FLT. However, when it comes to the question of L1 or L2 use for concrete purposes during the lesson, it transpires that teachers predominantly consider it right to use English merely for simple standard classroom language and running activities. Starting from classroom management, unexpected communication for immediate purpose, through dealing with organisation, demanding instructions, language matters explanation end ending with working in time pressure or being tired, teachers express their preference for the native tongue application.

The teachers´ opinions are clearly reflected in their practice and, unfortunately, they probably do not realise an extent to which they deprive the learners of the possibility to perceive English as a real communicative device and due to caused demotivation and inefficient teaching practices, even to learn to communicate in the target language. On the basis of considering it right to use L1 for immediate communicative purpose dealing with "here and now" issues, teachers deny the learners access to the most valuable comprehensible input.

The teachers claim to reflect on their work and develop their teaching techniques, which is, unfortunately, in 5 cases out of 9 (T1, T4, T5, T8, T9) not apparent. The majority of the teachers complain about stressful and demanding conditions of elementary schools. The truth is that conditions are far from the ideal, nevertheless, research has not shown any clear interconnection between e.g. a size of the group and amount of comprehensible input provided. Therefore, it rather comes out that predominantly teachers themselves tend to create environment that is not friendly for language learning.

The majority of the teachers do not believe that it is possible to take an extensive advantage even of elementary level of communicative competence. Teachers do not perceive the beginning stages of language as an elastic communicative resource which can be employed in creative and variable way and applied for the vast majority of classroom learning needs. In case that such possibility in not acknowledged and transmitted by teachers, it has no chance to be recognised by learners. Considering the last fact, young learners´ natural potential for language acquisition seems to be rather wasted.

As it was mentioned above (see 1.3.7.) teachers seem not to be qualified, competent and confident enough to operate successfully in the postmetod era. The research has shown that to a certain degree many of them appear not to be able to cope with working in demanding elementary school conditions. Such an unfavourable situation indicates the necessity of change, which, however, should be made in the respective policies of individual educational institutions or come from academic ground.

Resumé

The theoretical part of the present thesis investigate synchronic and diachronic development of the role of the target language in foreign language teaching and also factors that influence the successful development of communicative competence, predominantly considering the category of young learners´. On the basis of theoretical analysis, the conclusion was drawn that employing the target language as a means of language teaching and communication in the classroom has a beneficial effect on communicative competence. It was estimated that the ideal environment for language acquisition of young learners should be rich in comprehensible input and opportunities for purposeful communication in the target language, especially dealing with the issues concerning "here and now".

In order to determine attitudes and practices of Czech elementary schools teachers concerning the role of the target and the native language in ELT, there was conducted a semi-quantitative research, based on the observation lessons lead by the sample of 9 teachers. The interpretation of the data obtained indicate the fact that not only is the amount of comprehensible input that learners are provided with rather insufficient for a fully-fledged development of communicative competence, but also that teachers excessively exploit L1 and translation on the detriment on the communication in the target language. Moreover, interviews with the teachers revealed that the majority of the teachers support rather extensive use of L1 in language teaching and with a reference to demanding conditions of elementary schools, they tend not to believe that it is possible to improve the quality of their teaching.

Resumé

Teoretická část diplomové práce se zaobírala synchronickým a diachronickým vývojem role cílového jazyka ve výuce cizích jazyků. Dále se zaměřila na faktory, které ovlivňují úspěšný rozvoj komunikativní kompetence, obzvlášť co se týče kategorie žáků prvního stupně základní školy. Na základě teoretické analýzy bylo dosaženo závěru, že využití cílového jazyka jakožto prostředku pro výuku a komunikaci ve třídě má kladný vliv na rozvoj komunikativní kompetence. Z poznatků teoretické části vyplývá, že ideální prostředí pro osvojování cizího jazyka žáky mladšího školního věku by mělo být bohaté na srozumitelný přísun jazyka a příležitosti pro smysluplnou komunikaci zaměřující se zejména na „tady a teď".

Cílem výzkumu bylo poodhalit vyučovací postupy a přístupy učitelů českých základních škol týkající se role cílového a mateřského jazyka ve výuce. Semikvantitativní výzkum se zakládá na pozorování vyučovacích hodin vzorku devíti učitelů. Vyhodnocení dat naznačuje nejen skutečnost, že množství srozumitelného přísunu cílového jazyka je pro plnohodnotný rozvoj komunikativní kompetence spíše nedostatečné, ale také, že učitelé rozsáhle využívají překladu a mateřského jazyka a to na úkor komunikace v jazyce cílovém. Navíc, z rozhovorů s učiteli je patrné, že většina z nich spíše podporuje značné použití mateřského jazyka. Učitelé jsou často sami nespokojeni s kvalitou výuky, ale zároveň zastávají názor, že vzhledem k nelehkým podmínkám panujícím na základních školách je prakticky nemožné kvalitu zvýšit.

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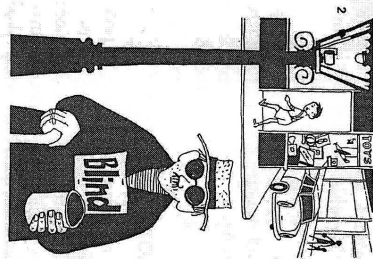
APPENDIX 1

Figure 3.2 (from Heaton 1966)

Example 3.7 shows how a male Scottish teacher described the beggar's arrival on the scene to his four listeners. (I have underlined the individual bits of information.)

Example 3.7

Native: 'and he notices this blind beggar' (2 bits)

Advanced: 'and he can see a blind beggar + with a hat + and a sign around his + coat saying BLIND' (5 bits of information)

Intermediate: 'and he sees + a blind beggar + with a hat + and a cup + and a stick + and dark glasses + and a sign around his neck which says BLIND' (8 bits)

Elementary: 'he sees + an old + blind + beggar (long pause) blind beggar with a hat + and a cup + and a sign that says BLIND + and a stick in his hand + and he sees this old blind beggar'
(14 bits of information, including repetitions)

That overall pattern is typical of the way many teachers introduced characters in the stories. They mentioned more details, and repeated them more often, to the elementary-level listeners than to their other three partners. They offered fewer details and least repetition to their fellow native speakers. One natural result of modifying for the weaker listeners by providing more detail is that one...

ro the elementary learners. In Example 3.7, it was the fact that the blind man was old. All but one of the 24 teachers who took part in the experiment modified their choice of information in this way.

Offering such detailed additional information to low-proficiency listeners carries a risk: it may not fulfil its aim of making communication easier. In Chapter 1 I referred to Craig Chaudron's research into teachers' explanation of vocabulary, which highlighted the danger of 'swamping' the listener with information. I will come back to this potential problem in the next chapter.

Logical links

The second form of modification of information choice concerns the degree to which the teachers made explicit the logical links in the story. In Example 3.8 you can compare the versions told by a female English teacher to explain why the blind man was begging.

Example 3.8

Native: 'the blind man . . . he's obviously rattling his tin to try and beg from passers-by'

Advanced: 'it's a blind man + shaking a + tin + to try and beg for money from passers-by'

Intermediate: 'an old man + shaking a tin + this tin is to collect money + from the people in the street + because this man is blind + he can't see anything + and he hasn't got a job + he needs somebody to give him money + so that he can live'

Elementary: 'the blind man has a tin and he's rattling the tin in order to attract people's attention because he wants them to give him some money + because he's blind and he's poor he can't work'

The underlined sections show how this teacher gave more and more explanation as the level of her listener went down. For the intermediate and elementary listeners, she spelt out the cause-and-effect chain underlying the man's actions (being blind → having no job → being poor → having to beg). She did not mention any of those links to her native and advanced listeners. Apparently she expected lower-level learners to be less able to work out these (relatively simple) connections for themselves.

You may also have noticed that she used the word 'obviously' only to her native partner, which I find interesting. A number of teachers in this study used this and similar expressions (e.g. 'of course', 'naturally', surprise, surprise') exclusively in the native versions of their stories, which suggest that...

APPENDIX 2

OBSERVATION SHEET

| Class: | 3A, | 20 S | Time: |

Aims & Topic of the Lesson   Not stated
(verbs, spelling)

Creation of authentic environment for language acquisition

No mat. – Czech lang. classroom
No authentic mat.
No communicat. act.

Time	Activities, transitions & their objectives	Teacher's language/ Language & Aids supporting understanding	Learners' reactions & Signals of comprehension	Comprehensibility of input
9:40	Giving Ls task L Writing task	Greeting L 1 Organization matters (org. sit.) 10, 10, 11 ㉘ Instruction C₂ 10 ////////// ㉗ E Monitoring individ C₂ /// Organization matters E + pl. voc. ㉘ 11	← L's respond	→ C 1

1

9:53	Checking HW (matching pictures of each part with words)	Instructions 1x C-E ///// C2 ///// . C2 /////// .	→ L's open books → C1
10:04		Running act in pict. E /////////// ///// (R) 1x Printed C2 // ///// FlashCards C2 ///// H Disc. C2 /// .	
	Working in groups L's choose a text explain to mine it → other group	Instructions C2 ///////////// E ////////////// 1x good → Come text Trans(lation) Facing Read? Check C1 E Do you und?	C1 - L's react correctly C1 1x Inc. 1
		C2 Co z z z v v z r v s ? Running act (as's) C2 /////////// C2 ///// + L reads on the board /////////	

2

ACTIVITIES   T/S LANG &   C1/S VIGUAGE   C1

Feedback C2ffffffff
E fff ⟶ react ⟶ C1

Time	Activities		
10:19	Revision of spelling ABCD song	Organisation C2-ffff Instructions C2 fffff E Discipline! C2 fffff E //	
10:23	Simon says	Instructions C2 E-// TPR E //// copies 1x EB R//	⟹ so happy & attent C1 ⟹ listen & form correctly C1

3