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THESIS

**Teaching Czech as a second language learners  
in English lessons**

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Prohlašuji, že jsem diplomovou práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

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## ABSTRACT

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The thesis concerns Czech as a second language (CSL) learners in English classrooms. It examines the use of first and second languages in foreign language classes. Subsequently, it describes the differences CSL learners have compared to other learners. The thesis also explains the importance of giving proper instructions and provides tools teachers can use to promote clarity of instructions. The thesis aims to explain how to give task instructions successfully without L1 use so that all learners can complete the tasks even though their native languages might differ.

The research conducted with four high school teachers examined what tools teachers use to make their instructions comprehensive for CSL students in their classes. The research findings concluded that teachers do not recognize instructions as an essential aspect of language acquisition, but learners can still meet their tasks. Teachers rely on monitoring and individual work with students more than tools they can use while giving instructions. The thesis proposes possible means to make the instructions more comprehensible for all learners and notices gaps in teaching CSL students.

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## I. INTRODUCTION

Teachers often encounter problems with what language to use in foreign language classes. They ponder whether to use the native language of their learners (L1) or the target language (TL) and when to use which one to make the lesson the most efficient. This problem seems more critical when non-Czech students appear in their classes. The number of international students in Czech schools significantly rises. There were over thirty thousand international students in Czech elementary schools in 2021/2022 (ČSÚ, 2022, p.10). Due to the current political situation, the number of Ukrainian students increased even more. In September 2022, there were registered over sixty thousand Ukrainian pupils and students in all stages of our compulsory education. The number of current CSL learners in Czech schools is estimated to be over fifty thousand (MŠMT, 2022). The first part of the thesis describes the benefits of L1 use in foreign language classes. The next part of the theory of the thesis focuses on learners with a different native language. The challenges those learners and the whole class create are described in this part of the thesis. The work subsequently focuses on instruction giving. The significance of proper instruction giving in lessons is highlighted.

The second part of the thesis describes the research made in high school foreign language classes with at least one CSL student present. The section Research Methodology provides details of the research conducted to examine the real-life situation in such an environment to see how teachers successfully give instructions in their classes with CSL students and whether it aligns with the theory provided. In the next section, Results and Commentaries, the research findings are described in detail, along with the author's commentaries and comparisons. Then implications for teaching concluded from the research are presented along with possible limitations of the performed research and possible suggestions for the following research. In the conclusion part, the key ideas of the theoretical background are reviewed in connection to research outcomes.

## II. THEORETICAL BACKGROUND

The theoretical background describes the use of L1 and L2 in foreign language classes and the reasons for using or not using L1 or L2. The section also explains the differences between learners with the same L1 and learners with different native languages. Challenges connected with teaching them are described as well. The last section focuses on giving instructions. The work emphasizes its impact on the learners' success and suggests tools teachers can use to give instructions in foreign language classes with learners with different L1.

### **Usage of the second language in foreign language classes**

We can see the trend of an effort to maximize the use of a second language (L2) in foreign language classes and to minimize the first language (L1). There are many reasons to justify this approach and promote L2 (Widdowson, 2003, p.154).

One of the first reasons supporting the use of L2 is the effort to imitate the linguistically complex surroundings children have when they learn their native language, and this can be done only by extensive use of L2. Extensive use of L2 leads to unconscious absorption of all linguistic features and language itself rather than the targeted passing of information from a teacher to students (de la Campa, 2009, p.743). The problem is that teachers are trying to duplicate the process of native language acquisition in different circumstances and can never make them the same. There are cognitive and psychological differences between children acquiring their native language and students studying foreign languages in schools (Cook, 2001, para.13).

The key reason for promoting L2 use is the learners' exposure to the language. When studying any foreign language, the exposure should be as prominent as possible to absorb the language efficiently. On the other hand, contradicting opinions say that the exposure should be authentic at the same time to create authentic speakers, but this is something that cannot be maintained within the classroom, maximizing the use of L2 (Cook, 2001, para.17). The theories say teachers should try somehow to replicate the real-life communication within the classroom. Still, except for the different conditions in the class compared to a real-life situation, teachers also focus on learning and comprehending the language. Hence, the goal differs slightly from aiming for authenticity in the first place (Widdowson, 2003, p. 129). The advocates of L2 justifying the theory by the desired level of exposure to the language argue that using L1 in classes can limit the exposure even more. As we can see, the use of

solely L2 only within the classes can hardly be considered authentic foreign language exposure (Zulfikar, 2018, p.47).

Widdowson says, "But a moment's reflection makes it clear that what is taught in classrooms in certain crucial respects cannot be in accordance with actual language use. Actual language use occurs naturally within the continuities of social life, appropriately activated by context, and motivated by the needs of communication and the expression of communal and individual identity "(2003, p. 112). In conclusion, we need to acknowledge that by being authentic within the classroom, we support learners to be genuine only in another classroom. It does not prepare them for regular communication in authentic surroundings (Cook, 2001, para.17).

Some theories supporting L2 in the classroom stand on the examples of bilingual children acquiring two languages from the very beginning of their lives. The children then become native speakers of both languages, and this process is something foreign language teachers try to imitate. The problem is that children raised in bilingual surroundings do not have any other language to rely on, so they must first understand any language. On the other hand, foreign language learners already know one language, and they cannot exclude it from their minds. Even though teachers desire to duplicate this natural process of bilingual language acquisition, the circumstances are different in foreign language classrooms, as so are the cognitive and psychological differences related to the age of learners. (Cook, 2001, para.13).

The following argument reacts to the past when native speakers were considered to be role models teachers wanted their students to become when it comes to the level of L2. The more native-like learners seemed to be, the more successful they could be in the classroom and everyday communicative situations (Cook, 2001, para.14). The reason why this model of native speakers does not work is that we are trying to compare the native speakers with the non-native learners speaking at least two languages. Their native and foreign language. The effort is then to evaluate the level of English of L2 speakers with L1 speakers, which leads to a comparison of two different things. Even though this aim based on a native speaker is overcome, the tendency might still survive within the teaching environment (Widdowson, 2003, p. 159). Learners should be successful as L2 learners and nothing else (Cook, 2001, para.14)

We also need to consider that society believes that using only L2 when teaching is somehow modern and using L1 seems old-fashioned. We must consider why this opinion remains in society. There is the belief that English-speaking countries and native speakers

own the English language. They used to be even the first to spread the language and carry it to other countries. Compared to foreign language teachers who are L2 native speakers, a teacher using L1 could have been someone unsure of their knowledge and skills. Even though this initial phase of L2 teaching is long gone and the teachers effectively improved their linguistic and didactic skills, the modern view of L2 use remains. (Widdowson, 2003, p.155).

The old-fashioned vision of L1 is also partly based on grammar translation, which is rarely supported and mostly avoided within the teaching process. Because the use of L1 refers to this earlier method, the point of view spread over the general use of L1 within the lessons (Cook, 2001, para.7). Due to this argument, we may encounter an opinion that the use of L2 makes a teacher more advanced and progressive, not relying on earlier methods, in the eyes of his or her colleagues, students' parents and institutions' point of view. This problem is not related to the advantages or disadvantages of using L1 or L2 in teaching. However, aiming to use ostensibly the most professional method for teaching foreign language takes this a valuable argument and influences teachers' behaviour and work in class (de la Campa, 2009, p.473).

## **Usage of the first language in foreign language classes**

### ***L1 as a resource***

Even though some theories would like to omit L1 from the teaching environment of foreign languages, as we will see, L1 is a valuable source which does not prevent learners from obtaining knowledge of L2. On the contrary, it can even support it (Widdowson, 2003, p.150).

As discussed, learners cannot exclude one language from their minds and study another separately. What teachers can do is make use of it to increase their linguistic knowledge as well as to improve their skills. Every time we study something new, we recognize it as a new feature because of our previous experience. We acquire new skills by acknowledging how they differ from our previous knowledge or how they resemble it (Widdowson, 2003, p. 145). As Widdowson says, "Clearly, you can only define the foreignness of a language by reference to a language, or languages, which are familiar "(2003, p.115). This cognitive feature can be applied even to language teaching (Widdowson, 2003, p.154). Instead of avoiding the use of L1, learners can adopt new skills

by comparing their L1 and L2, and the teacher, having the same L1, can help them with pointing out what to focus on, what might be the analogies and what might be the differences (de la Campa, 2009, p.747). The comparison of the two languages can be supported by "noticing ", which is now considered a key feature in acquiring another language and can hardly be done without any reference to L1 (Widdowson, 2003, p.153).

Except for leading the learners towards their ability to communicate in everyday situations, by studying L2, teachers also develop their metacognitive skills, which help them fully realize the learning process and make their learning more efficient. Skills such as memorizing or analysis of language are cultivated during the process. Since they are next to communicative skills precious as well, teachers need to accept that this can be done more effectively using L1. If the learners study L2 with the support of their L1 knowledge, the whole process of learning and thinking about learning is more conscious (Cook, 2001, para.4).

The effectiveness of learning based on the connection between L1 and L2 is supported by "transfer "(Widdowson, 2003, 153), which is based on knowledge of one language and serves as a substitution when learners lack specific knowledge of L2, for example, vocabularies (Cook, 2016, p.140). The transfer is a phenomenon that can be harmful in some cases but might be used positively as well. Learners are not immune to L1, no matter how much teachers try to avoid it within the classroom. The influence of L1 is present from the first input of L2 as something foreign to learners' minds (Widdowson, 2003, pp. 151-153).

### ***L1 use***

As was said before, for effective learning, L2 should not be separate from L1 and should be linked in the learners' minds instead (Widdowson, 2003, p.162). Following this feature, teachers can use L1 during grammar explanations. The two structures of the languages can co-exist next to each other, and teachers can embrace their cooperation by explaining the grammar in L1, even with references to L1 grammar. Then since even for advanced speakers, it is less efficient to absorb information from L2 than from L1, the use of L1 for the grammar explanation will lead to a better understanding of the learners (Cook, 2001, para.34). Some theories supporting the use of target language (TL) even during the grammar explanations say that instead of L1 explanations good examples can be used. The problem is that learners need to know what is exemplified, so explanations are necessary, especially for adult learners (Widdowson, 2003, 138).

Regarding a better understanding of L1 use, teachers may use it even to check the meaning. Checking the meaning of the vocabulary, sentences, or overall statements will be more effective through L1. Even though students might have a notion of what means what, the check through L1 will recreate the notion of understanding into the complete understanding (Cook, 2001 para.33). It provides teachers and learners kind of policy of what was undoubtedly understood (García, 2008, p.315). The overall understanding of students of the language and the topic subsequently helps to reduce the occasions for students' feelings of insecurity due to their insufficient level of proficiency (Pan & Pan, 2010, p.91). It makes the learners more confident in the class when using the target language and leads to a positive attitude towards learning which supports more effective and efficient learning (Sah, 2017, p. 28).

Even though translation is not seen very positively in the teaching environment because of the reference to the grammar-translation method, translation may be a valuable tool to raise learners' linguistic awareness. Translation between students or in teacher-student communication will make learners more aware of how L1 and L2 differ, how they are similar and how L2 overall works (Widdowson, 2003, p.162). The translation seems beneficial for reading strategies, comprehension, vocabulary learning, and raising awareness about cultural background knowledge (Pan & Pan, 2010, p.88).

L1 also carries a better understanding of emotions and feelings, which might be used for effective class organization. If the learners misbehave or do not pay attention, the teacher can switch to the L1 to make them aware of their improper behaviour. Since L1 is connected to our emotions more than L2 does, the learners will be more touched by what is going on in the class. Due to the fact that the use of L1 is more natural for the teacher and more authentic for the learners, it is no longer a pretending or simulating of an authentic environment. Once L1 is used, they know the problem is real, and nothing about it is pretended (Cook, 2001, para.27).

In connection to L1 and the emotions it carries, it can also be used to praise learners. If teachers use L2 to evaluate students' work, effort, attitude or results, teachers describe what they did and praise them for the positives. However, it never has the same emotional influence as when learners are praised in their native language (Cook, 2001, para.27). Natural use of L1 helps to provide more sincere and proper rapport (Pan & Pan, 2010, p.91).

The next opportunity for effective use of L1 can be seen in collaborative learning. Even though the learners are usually desired to speak L2 solely within their mutual activities,

L1 can be used as a form of scaffolding (Cook, 2001, para.15), which is the assistance of other people in their development instead of using physical resources like textbooks, dictionaries or pictures (Cook, 2016, p. 249). Students then help one another with understanding or expressing their ideas. Except for mutual help, L1 might efficiently serve even for explaining the task and checking the understanding of the task. Learners might negotiate their roles for the task before starting working with L2 (Cook, 2001, para. 45).

To raise the authenticity of the communication within the class, code-switching might be used as well (Cook, 2001, para.15). Code-switching is a strategy which occurs within one sentence or one communicative situation and the switch between the two languages made during a conversation (Baker & Wright, 2021, Location 2893-2899). When learners use L1 and L2 simultaneously, it helps them to realize the similarities and differences between the two linguistic structures (Cook, 2001, para.15).

Further, there is also a strategy called translanguaging that consists of planning the systematic use of two languages within one lesson or classroom (Baker & Wright, 2021, p.197). All those strategies help teachers to combine the use of L1 and L2 strategically and cautiously (Sah, 2017, p.29).

Last but not least, by keeping the foreign language classes in bilingual mode instead of native-like mode, teachers might use more teaching materials to work with and support the learning process. They can use dictionaries including L1 and L2 vocabulary and videos or movies including L1 subtitles. Both materials support the link between L1 and L2 (Cook, 2001, para.46).

## **Students with different native languages in foreign language classrooms**

### ***The difference between L2 learners and L3 learners.***

Students with different native languages than the rest of the foreign language classroom (L3 learners) have to deal with different obstacles regarding language acquisition. Usually, we speak about immigrants or minority students who need to learn the target language, in our case, English, through a language they do not know as well (Illman, Pietilä, 2018, p.237). For those students, a classroom is not just a place to acquire new knowledge, but it is their connection with a new culture and social context. It is the first place where they face different norms than they were used to, and there is an apparent effort to maximize their communication with local native speakers (Diaz, 2021, p.3).

We should acknowledge that immigrant students tend to have different psychology based on life experiences, traditions, and communication patterns and might come from a different educational system than other students (Rong & Preissle, 2009, p.15). Along with their life experience, teachers may face a higher probability of trauma caused by wars, escapes or other uneasy situations that can lead to a more complicated adjustment to society and the class (Rong &Preissle, 2009, p.143). Their learning, based on the mentioned points, can also be associated with other handicaps, for example, economic problems and unstable family relationships (Rong, Preissle, 2009, p.16).

Various determinants differ from L2 speakers. They need to be considered when it comes to the acquisition of another language. The most significant one seems to be the students' age when they begin their foreign language education. We do not speak only about the more convenient period of human development for language acquisition. However, if the students begin sooner, they have more time to practice and expose themselves to the language than they would have if they started at an elderly age (Landgrave, 2019, p.1). The age of the L3 learners also correlates with a perception of the target and language and preferences. While the older generation prefers using their L1, the target language seems more appealing for the younger generations to become more accepted by society and favour their peers (Baker & Wright, 2021, p.34).

Another aspect of L3 acquisition related to the perception of L3 is undoubtedly the motivation of the students that might be, in the case of L3 learning, influenced by different factors than other students. If the students' motivation is higher, they are better at learning the language (Cook, 2016, p.152). The motivation is firstly influenced by the target culture and especially by how much the students identify with it. They can see the language as something that helps them communicate more freely with other students, participate in various activities, or bring more opportunities for them. Once they keep this positive attitude towards the target culture, they will search for more opportunities to practice the target language, making them more successful in language acquisition (Cook, 2016, p. 154). A positive attitude seems more possible if the student's own culture relates in some aspects to the L3 culture. To maintain this motivation, the students need to feel that the new culture and language bring something new for them, but it does not substitute anything they already know. If the students begin to feel threatened by the target language by losing their identity, they are less likely to succeed. However, they may aim to learn the target language, and their unconscious fear of being excluded from their own cultures creates an obstacle in language



learning (Cook, 2016, p.158). In other words, the student's motivation depends on whether learners identify with TL (Baker & Wright, 2021, p.34).

The prestige of L1 of foreign language speakers is also something that should be acknowledged. Each language symbolizes independent cultures, states and societies (Baker & Wright, 2021, p.138). How prestigious or frequently used their L1 in society, or the world, compared to L3, can also influence how much they can be motivated or feel endangered by the target culture. When all of the formal operations related to education are delivered solely through (TL), it can be a negative indicator of the power of the majority language. In contrast, at least some use of minority language can be seen as a positive signal for immigrants (Baker & Wright, 2021, p.115).

### ***The use of L1 and L2***

Nowadays, concerning learning more than one language, teachers may encounter multilingualism. As the opposite opinion against mono-lingual bias, multilingualism stands on the idea that languages can mutually support learning. The teacher should consider all the languages a student knows (Illman & Pietilä, 2018, p.238). The problem with L3 learners and desired multilingualism is that a teacher might not know how to support or work with their native language since the teacher does not know it (Illma & Pietilä, 2018, p.240).

Teachers are not usually trained to deal with students from different cultural backgrounds (Illman & Pietilä, 2018, p.242). Consequently, most of the teachers do not use the minority student's L1 in the classroom in any way, and neither they work with materials or books from their linguistic backgrounds. It erases the positives of L1 use for the teacher and the emotional, social and cognitive advantages of L1 use for students, as mentioned in the second section (Illman, Pietilä, 2018, p.243).

## **Giving instructions in a foreign language classroom with a student with a different native language**

As listed earlier, using a native language has many advantages in the foreign language classroom and is recommended even for instruction giving (Cook, 2016, p.193). However, when there is a student with a different L1 than the rest of the class, the teacher cannot rely on the advantages the use of L1 provides.

Suppose a teacher is skilled in the learner's native language that is different from the teacher's L1. In that case, the teacher can provide information both in L1 of the whole class and subsequently in the minority student's L1. However, if the teacher does not know the language, the target language is the only way to pass the instructions to the learners (Baker & Wright, 2021, p.83).

With minority language students in the class, the group of learners becomes a mixed-ability class with more considerable differences than before. By providing the instructions only in English, we slowly make their English skills more progressive while their native language decreases (Ramos, 2003, p.4). Once the instructions are desired to be as effective as possible, the learners should be preferably separated by their level of English, if possible, and a teacher should provide instructions suitable for their level (Ramos, 2003, p.9).

### ***Clear instructions***

The instructions a teacher gives to learners can be oral or written. Whether combined or not, the instructions should be clear (Richards & Renandya, 2002, p.34). That means instructions are logical and provide learners with everything they need to know to complete the task (Harmer, 2010, p.37). By the level of understandability of the instructions, the teacher determines the failure or success of the following activity (Ur, 2009, p.16). It is suitable for minority students to receive both oral and written instructions to raise their effectiveness (Kennedy, 2015, p.52). If possible, the teacher should keep in mind the culturally different background the student can have and try to link the content of the upcoming activity and the learner's personal experience (Ramos, 2003, p.10).

To make them as comprehensible as possible, a teacher ought to plan instruction in preparation for the lesson. If the teacher knows what to say but does not know how to say it, the instructions become confusing. They consist of unfinished sentences, filler words and spontaneous reactions to learners' behaviour; the teacher might not even be aware of it. In this case, the learners do not perform the task because they would not be able to do so but

because they do not know what to do. While lesson planning, it is convenient to analyze the essential parts of the instructions and sequence them into a logical order. The sentences should be short, and they should come in proper time. That means it is unnecessary to include instructions for the following tasks when the learners have not begun with the first one. If teachers also avoid sharing undeniable and visible facts, the learners can focus better on what is essential. Teachers should try to demonstrate more than explaining what to do to avoid unnecessary language (Scrivener, 2005, pp.90-91).

Secondly, at the end of the instructions, it is essential to check the students' understanding of the instructions (Scrivener, 2005, p.91). The check can be done through questions confirming the comprehension or paraphrasing (Richards & Rodgers, 1999, p.80). Especially with minority learners, the teacher should provide enough time for the student to answer the questions, paraphrase the instructions, or clarify the meaning of the instructions in his or her native language (Ramos, 2003, p.10). The check can also be done through peer instruction review, where the learners can discuss the task together (Kennedy, 2015, p. 107).

Thirdly, to support the understanding, instructions should be given with low anxiety surrounding what can be promoted by proper rapport. Except for the relevance of information shared with students and its sufficient amount, a teacher should acknowledge the level of all learners and make the instruction within reach of their current competence (Richards & Rodgers, 1999, p.18).

Teachers can also improve their instructions by giving proper feedback and analysis of their instructions. They can either record themselves or ask another colleague to observe the instructions and write notes and recommendations. If a teacher wants to write down any ideas about given instructions, it should be done immediately once it is done (Ur, 2009, p.16).

Finally, for the presentation phase, teachers should try to cover the broadest spectrum of explanation methods possible. It is helpful to repeat the information, paraphrase it, or somehow duplicate it by saying it and writing it on the boards simultaneously (Ur, 2009, p.17).

### ***Attention***

While making instructions comprehensible, learners must pay attention to them to fulfil the task. The instructions should be separate from other phases of the lesson. To raise the awareness of giving instructions, it is convenient to have eye contact with the learners and to set a specific gesture teachers would use whenever they are about to say anything. Before

a teacher begins to speak, it is suitable to wait for the attention to gather and not to start speaking unless there is silence (Scrivener, 2005, 92).

To separate the instructions clearly from the rest of the lesson, teachers should use a different voice when presenting the task than they typically use. The voice should be less informal than usual. If the audibility is also adjusted, it may raise the learners' attention. A teacher should probably be the quietest element in the class to force learners to listen carefully to what he or she says. Nevertheless, the teacher's speech must simultaneously be hearable (Harmer, 2010, p.36).

While speaking, it is convenient to emphasize the keywords and vocabulary to draw attention towards the most crucial part of the instructions (Ramon, 2003, p.10).

It is recommended to give the instructions before the learners are divided into pairs or groups because they are distracted afterwards. It is also convenient to instruct the learners before giving them materials to work with because this, for a short time, absorbs their attention as well (Ur, 2009, p.17). Regarding the limitation of learners' attention span, the instructions should be brief if possible (Ur, 2009, p.17).

### ***After the task beginning***

After the learners begin to work on their tasks, an immediate check of whether they understood should follow. Teachers can learn about what the learners can do through monitoring. It is an activity in which the teacher silently walks through the class, watching and listening to what the students do. Once a teacher checks their activity, monitoring should be more discreet and avoid any raising attention towards the teacher, not to distract them unless there is someone who needs help. Not to interfere, the teacher can vanish from the students' line of sight by, for example, standing in the corner or working on his or her own tasks behind the teacher's desk (Scrivener, 2005, pp. 93-34).

### ***Gestures***

It seems beneficial to establish specific gestures for basic instructions frequently given instead of repeating them. The gestures can be used for speaking about a time limit and movements students are about to make, to support a learner to give a longer answer or to remind them that they should or should not work together. It is significant to remember that learners need to learn the gestures first, and after getting used to them, it is possible to rely on them. Before creating specific gestures, teachers must focus on the country and the culture

of the students with different L1 in our class. Some gestures can have various meanings across different cultural settings (Scrivener, 2005, p.95).

Along with gestures, a teacher can also demonstrate the work on task by his or her actions if possible. The demonstration can be performed alone by the teacher, with an entire class or with a volunteer (Ur, 2009, p.17). Gestures supporting the understanding of the students should be a little exaggerated to be easy to comprehend (Harmer, 2010, p.37). By using gestures, pictures and other means of communication, we use contextualized language that supports the meaning of what is shared (García, Kleifgen, n.d., p.53).

### ***Board***

Suppose teachers want to use the board effectively to make the instructions comprehensible. In that case, it might be helpful to divide it into specific sections and to make our students aware of the purpose of every section. There might be a section for new vocabulary items, complex grammar features, questions learners should keep in mind during the task and space for the teacher's drawings to support the comprehensibility (Scrivener, 2005, p.96). To convey the meaning of instructions, a teacher can circle critical vocabulary on the board or write arrows pointing from one vocab to another so that learners can get the clue (Richards & Renandya, 2002, p. 263).

It is not convenient to spend time writing long sentences on the board while the learners only watch the teacher. The writing should be short and straightforward, and for writing anything on the board, teachers can use the time when learners are working individually so the board is ready when they finish it. The position of a teacher when writing on the board should be shoulder facing the board so students can easily see what is written on the board (Scrivener, 2005, p.97).

A board in the classroom can also be used to support an audiolingual teaching style. Once a teacher knows that the interpreted instructions include a vocabulary unknown to learners, the teacher can pronounce it first, make the learners repeat it and write it on the board. That is how a link between the audio and visual aspect of the language can be connected. (Cook, 2016, pp. 268-269).

It is significant to make the writings legible once they are done, and using colours for different aspects of language can also be helpful. Besides writing and drawing, boards can be used to stick things on them (pictures, for example), and they can serve as accessible areas for projecting overhead transparencies (Harmer, 2010, p.253).

### ***Drawings***

Teachers can avoid drawings for their seemingly insufficient art skills. If the teacher draws something that cannot be recognized and would not be helpful for the instructions, it can be humorous at least and would contribute to a better atmosphere in the class. However, quick drawings on the board can make the instructions more interesting, it can help to illustrate the meaning of needed vocabulary, or it can support students in speaking (Richards & Renandya, 2002, p. 44).

### ***Common classroom objects***

Everyday classroom objects can be used to support the learners' understanding. For example, pens, pencils, books, and pieces of furniture that occur in the following task or are somehow related to it (Richards & Rodgers, 1999, p.95).

That is another way how audiolingual teaching can be used. The understanding for the learners will be easier once we use natural objects present in the classroom than something abstract. Pictures of the objects can also be used (Cook, 2016, p.169).

### ***Eliciting***

Eliciting is an activity performed when teachers want our learners to say specific information instead of them saying that. Learners then become more involved in the task and the whole lesson. For the use of eliciting, a teacher needs to know what is their starting point. What other learners already know and what they have already completed. (Scrivener, 2005, p. 98). It is convenient to use gestures, pictures, drawings, mime, prompts words to make students describe the task a teacher is trying to demonstrate. Through eliciting, teachers can encourage the learners to say a sentence, ask a question or provide another example (Richards & Rodgers, 1999, p.41). If only one learner in the class can guess the meaning of a specific gesture or particular drawing, the whole class can come together with the whole meaning. Through eliciting, the teacher's speaking is reduced while the learner's speaking is promoted (Scrivener, 2005, p.99). To make eliciting effective, teachers should make their actions as straightforward as possible and provide clear feedback to the learners' utterances. The eliciting should not be too long, not spend much time with it, so if it is not successful, stop it (Scrivener, 2005, p.100).

### ***Technologies***

As it was said in previous sections, to raise understandability, it is convenient to duplicate what the teacher says by paraphrasing, drawings and objects in the classroom. Technologies

like computers, stereos and projectors can be supportive while giving instructions. For example, if an object is suitable for giving instructions, but it is too complicated for the teacher to bring it, a picture of it can be projected in the class instead (Harmer, 2010, p.253). To deliver or support the meaning, videos, memes, emojis, and photos can also be shown with a projector (Baker & Wright, 2021, p.159). If necessary, learners and teachers can use translation tools to work with their native languages (García, 2008, p.361).

Through the connection of technology and foreign language, classroom students evolve their communication and digital competence, which is part of curricula (García, Kleifgen, n.d., p.91). What needs to be considered is that immigrant students may have lower digital proficiency than the rest of the class and, due to insufficient financial resources, may not have even the access towards the technology a teacher might want to use (Manspile, Atwell & Bridgeland, 2021, p.14).

### **Summary of the theoretical background**

Even though using TL within the foreign language classroom is an inevitable part of teaching, using L1 brings many advantages that should not be omitted when making the lesson as effective as possible. The issue this work is dealing with is that once there is a learner with a different native language than the rest of the class, teachers cannot rely on the L1 and are forced to use solely TL losing all of the positives L1 use offers.

Minority students usually differ in more than their native language from the rest of the class, and cultural background, as well as their communicative strategies and experience, is something teachers need to consider when teaching a foreign language in such a class. The work focuses on instruction giving and how to make them as effective as possible. The proper instructions can determine whether the learners will successfully fulfil the given task. To make the instructions understandable for all learners, teachers can support them by gestures, objects in the classrooms, board use, drawings, and technologies and also by acknowledging the importance of learners' attention. The essential part of the instruction is checking the comprehension of all learners, including the ones with different native languages.

### **III. RESEARCH METHODOLOGY**

This chapter describes the purpose of the research and the participants that were part of it. Secondly, it describes the instruments used during the research for the data collection and subsequently follows the description of the data collecting procedure and the process of analysis.

#### **Purpose of the research**

As mentioned, the research examines how to deal with CSL learners in foreign language classrooms. The theoretical part described the essentiality of using L1 and the disadvantages of teachers relying solely on TL. Once the teachers cannot use L1 because of students with different L1, the only solution is to work with TL and substitute the pros L1 use brings. The techniques that can support the instruction understanding are described in the theoretical part. The work examines various foreign language classes and observes whether and how the teachers use the techniques or if teachers use other methods to avoid the understanding gaps while using TL. The questions to be examined are:

- What techniques do teachers use in classes with CSL learners to raise the understanding of the whole class without L1?
- Are the CSL students able to complete given tasks with teachers' instructions?

#### **Participants**

The participants of the research were four secondary school English teachers in Beroun. Two foreign language lessons led by each English teacher were observed for the research. The critical aspect was the presence of at least one CSL learner in each lesson. The CSL students were of different nationalities, living in the Czech Republic for up to three years or less. The limiting requirement was their comprehension of the Czech language, which could not be at the same level as a native speaker. In some classes, there were two CSL learners. All the students did not know the purpose of the researcher's presence in their lessons so that everyone would behave the same as usual.



## **Research Instrument**

The research included class observations and subsequent interviews with each teacher. The tools were chosen concerning the qualitative character of the research, and both were constructed according to the information described in the theoretical background of the thesis.

The observations were focused on giving instructions. An observation sheet was used for each lesson, and the criteria included were based on the theory of making the instructions clear without using L1. All of the criteria that were part of the observation sheet were characterised according to the theoretical part of this work. The examinations of whether teachers use any techniques were done separately every time the teacher gave instructions to the class for each lesson (see Appendix I).

The subsequent interview with each teacher consisted of six questions about giving instructions based on the work's theory. Teachers had an opportunity to comment further on the lessons or their techniques for giving instructions during the interview (see Appendix II).

## **Procedure**

### ***Data collecting procedure***

The research was done at Obchodní akademie, Střední pedagogická škola a Jazyková škola s p. s. j. z, Beroun in April 2023. The observations were held with two teachers from the Business school and two from the Secondary school of pedagogy. The length of the research was prolonged by the school's events that influenced the timetables of each class. Due to that, classes were less available than during the rest of the year, and arrangements with the teachers became complicated. The observed classes were across all four grades of the secondary school. The students were unaware of the reason for the researcher's presence, nor were they told about it in advance. All of the lessons were English language lessons. It was necessary to visit two lessons of each teacher to see whether the techniques used or not used within the lessons are something the teacher applies or not generally or if it was a single occasion aspect.

The interviews were conducted in teachers' offices without other teachers present to maintain a calm atmosphere and to get honest answers not being adjusted because of the

teachers' colleagues. All the interviews happened after the lesson observations, and the participants were asked to agree with the interview and the observations first.

### ***Data analysis process***

Firstly, the observation sheets were revised individually for each teacher to see whether the aspects observed were implemented by the teachers. Secondly, the sheets were compared with the answers teachers shared during the interview to see if they were mutually aligned. During the further commentaries teachers frequently made, they explained or justified their techniques for giving instructions. Thirdly, their answers and the sheets were also compared with the students' descriptions. It was examined whether teachers acknowledge the individual language needs of the learners and work with them while they give instructions. Lastly, the information obtained from the observation sheets and answers were compared among the teachers to look for prevailing aspects of giving instruction. The following section presents the results of the research along with observation sheets and teachers' answers enclosed.

#### IV. RESULT AND COMMENTARIES

In this chapter, the research outcomes are presented along with commentaries. The chapter includes observation sheets, questions teachers were asked and their answers. Commentaries summarise prevailing aspects of instruction, whether sufficient or not for foreign language lessons. The summaries are made for the teaching style of every teacher individually but also for teachers altogether.

##### **Teacher 1**

##### *Lesson 1*

##### Student description

The student has lived in the Czech Republic for almost three years. He is said to be one of the weaker English language students but passes all evaluated criteria. His comprehension of the Czech language seems sufficient. During the lesson, he worked on the given tasks. According to the teacher, he understands the instructions because they are still the same. He struggles with written English instructions. It is difficult to assess his communication in Czech and overall understanding because he often ignores the teacher and his classmates. If there is a discussion, he does not participate, and neither does he in group work.

##### Observation

4th April 2023, 11 students, 3rd year, 1 CSL learner (see Appendix III.).

The lesson included three activities and three related instructions. The objects the teacher used were tests and worksheets the teacher showed the class. The teacher also used watches while speaking about a time limit, which seemed unintentional. The instructions were shared in L1. The board was used for writing down the critical grammar terms students were about to use in their exercises but not anything related to instructions. In the last part of the lesson, the phase of giving instruction was not clearly separated, so it was difficult to say whether the students were paying attention. The CSL learner worked independently and did not cooperate when the class was divided into teams. The team did not ask the CSL learner to join them. The teams discussed their tasks in Czech. The monitoring was performed during all tasks. Eliciting and asking questions about understanding were done individually during the monitoring.

## *Lesson 2*

### Student description

The student has lived in the Czech Republic for almost one year. Her English skills are insufficient, and she fails to complete most tasks correctly. Her Czech skills are better than her English skills, but she does not understand long sentence structures, fast speech or advanced vocabulary. Her speech is slow, with grammar errors. Writing is the most challenging for her. According to the teacher, it is not easy to say when she does not understand what to do and when she understands but does not respond for some other reason. She tries to participate in given tasks but struggles to cooperate when her speaking is required.

### Observation

5th April 2023, 13 students, 4th year, 1 CSL learner (see Appendix IV.).

The lesson included three instructions, and all of them were shared in L1. TL was used very rarely. The teacher said that her use of L1 and L2 was the same in every class, no matter whether learners with different native languages were present. The object the teacher used to support the understanding was the textbook shown to the class. The critical term written on the board supporting the students' understanding were numbers indicating page number and exercise number. No time limit was set for either of those activities. The monitoring and simultaneous check of understanding were done through the activities.

### Interview

The teacher said she did not plan her instructions in advance and did not think about them. According to her answers, no special adjustments were made in her lessons with CSL learners. She said the CSL learners must pass the same final exam as other students, so the conditions should not be changed. If the lessons were adjusted, she believes it would lead to social problems in the classes. The CSL learner would not be accepted by his or her schoolmates then. The only adjustment made was more frequent monitoring of the CSL learners when the teacher checked whether the students did what they were asked to. The learners were not asked whether they understood the task because they would not reply truthfully. The learners were said even to ignore her questions, so it was easier to work with them individually. She supposed that it is more convenient to let the classmates help the

learner than help him or herself to support their mutual socializing. She consulted her instructions only if understanding problems occurred, but it did not happen frequently. The teacher did not adjust her speech while giving instructions. If she became aware of her speech, she tried to slow down, make shorter sentences or explain more, but it did not happen often. She shared the instructions and checked understanding while monitoring. No unique materials were used for CSL learners. The teacher believed she could not evaluate the material properly since she did not speak the learners' native language. If the CSL learner had difficulties, she substituted the translation exercise with, for example, a gap-filling exercise. The teacher believes it would be helpful to have an assistant or teacher who knows the learners' native language in each school to help them. That would make teaching easier. The teacher responded that the students completed their tasks most of the time and could follow the instructions.

### ***Summary***

The teacher did not make any specific adjustments to giving instructions, whether a student with a different native language was present. The teacher used L1 during the lesson more frequently than TL. This remained unchanged even if a student was struggling with understanding Czech. The teacher tried to use the board and colour markers. She often prepared the written text in advance. The teacher asked almost no questions related to learners' understanding of instructions. She significantly relied on monitoring. The monitoring is done frequently during the lesson, especially with learners with different native languages. According to the teacher's commentaries, she wants all learners to be independent and responsible. she does not intend to adjust teaching practices.

### **Teacher 2**

#### ***Lesson 1***

##### **Student description**

The learner lives in the Czech Republic for one year. His understanding of Czech seems sufficient, as well as his English comprehension. The student is said to be very shy, not cooperating with his classmates and speaks out loud only if he is forced to. According to the teacher, due to this fact, it is not easy to estimate his level of production in the Czech language. The teacher said his Czech skills are irrelevant since she strictly uses TL in her classes.

## Observation

11th April 2023, 13 students, 1st year, 1 CSL learner (see Appendix V.).

The lesson included six instructions. The teacher used TL language, and learners were supposed to do the same thing, but sometimes they responded in L1 and were not asked to do otherwise. The keywords were written down on the board, but those were not related to the instructions. During the instructions, the teacher did not make eye contact because she looked into the working sheets she was about to give them. The materials were given to the students while giving instructions. The teacher sometimes paraphrased the instructions and used her example of the possible answer. Monitoring was done only through eye contact. The class was small, so the teacher could see whether the students were working. Except for the eye contact, she did not move at all around the class, either for asking supplementary questions. The learner with a different native language did not participate in group tasks. Since he was sitting alone, he would have to move around the class to join another group of students. Instead of it, he was sitting and looking at the textbook. The teacher did not ask him to participate. The last instructions did not seem to be separated from the previous activity, and the students were not paying attention to them. No materials or gestures were used during instructions.

## *Lesson 2*

### Student description

The student with a different native language has lived in the Czech Republic for two years. Her understanding of Czech seems sufficient, and so are her speaking skills. Even though there might be some problems with speaking or writing the Czech language, the teacher does not consider that important because she requires only TL in her lessons. The learner is said to be one of the better English language students. Even though the student is, according to the teacher, very shy and humble, she is also very hard-working.

## Observation

12th April 2023, 15 students, 2nd year, 1 CSL learner (see Appendix VI.).

The lesson included four instructions. The teacher used TL, and students were asked to do the same. While giving the instructions, the teacher's sentences were long and difficult to follow. On the other hand, regarding the tasks, it was easy to deduce what the learners were supposed to do. Students were asked to check their answers in pairs, and the teacher

monitored their activity. She went from one pair to another, helping them with more challenging questions. The students with different native languages did not participate. The teacher asked instead what are some Easter traditions in her home country. The rest of the class was not listening to this conversation because they were still working in pairs. Even though the answer might have interested them, they did not hear it.

### Interview

The teacher said she did not plan her instructions and had not done it before. She does not consult her instructions with anyone. The adjustments made when there is a CSL learner in the classroom are that monitoring is used more. If the learners do not follow the instructions, the teacher explains them individually and provides more examples. Except for it, no other adjustments or strategies are used for teaching CSL learners. Since the teacher uses TL, misunderstandings are frequent, but according to her, it is as expected for CSL learners as for other students. Sometimes she includes questions if the learners understand what to do. The teacher tries to repeat the instructions, and if needed, the learners write the instructions down, for example, into their notebooks, to remember them. No adjustments to materials are made, and the teacher does not use any unique materials for CSL learners. The only adjustments the teacher makes are according to the level of foreign language, and those are the same for all students. If the learners are advanced, she provides more homework for them. If they struggle with English, she prepares a more accessible version of exercises.

She spoke about a CSL student with no understanding of Czech. She got the most considerable help from the learner's friend with the same L1. The friend's mother tutored her in Czech and English, which benefited all the studied subjects. The teacher said this tutoring by the L1 speaker was more valuable than any other effort the teacher made herself. She believes that all of the CSL learners share some personal traits. They are not self-confident, have no friends and spend their breaks alone. Even though they participate in school trips and other events, they cannot become part of the collectives. If two learners of the same nation are in one school, they always start spending their free time together no matter the different classes or school years. The teacher believes it would be helpful if the school brought together the CSL learners.

## *Summary*

The teacher used TL strictly during the lessons, which also included instructions. Since her students tend to be better in English than in Czech, she does not find any necessity to use L1. The teacher said that even though the student would be more comfortable using L1, she would not do that because, in her opinion, L1 should not occur during foreign language lessons. If a CSL learner seems to have any problems, she deals with them the same way she deals with other learners. Even though the teacher uses only TL, students often respond in L1 and are not told to do otherwise, so CSL learners might struggle to follow. They seemed to be able to follow the instructions, but none of the students with different native languages participated in group or pair activities. The teacher does not move most of the time. The monitoring is frequently done through eye contact. Neither gestures are used.

## **Teacher 3**

### *Lesson 1*

#### Student description

There are two learners with different native languages in the classroom. They seem to be on the same level. Both of them have been in the Czech Republic for almost two years. Even though their Czech is not perfect, they can communicate on a necessary basis. They are hard-working students with a satisfying level of English language. Their speech in Czech is slow and unconfident. However, according to the teacher, their written translations from Czech to English are better than the rest of the class, thanks to their hard-working personalities and studying habits.

#### Observation

5th April 2023, 14 students, 1st year, 2 CSL learners (see Appendix VII.).

The lesson included six instructions. The teacher used TL, but she often paraphrased the instructions in L1 afterwards. The teacher required the replies in TL. If the answer was insufficient, she asked the class for correction or the learner to add a more detailed answer. All of the students participated. The teacher wrote down keywords and used colours on the board, which were used to support grammar explanation, not instruction understanding.

The teacher raised the textbook to indicate what they needed to work with once the exercise in the textbook followed. No understanding check was included in the lesson. The teacher



seemed to suppose the students understood it. All of the students worked with effort and participated in given tasks.

## ***Lesson 2***

### Student description

He has lived in the Czech Republic for about eight months. According to the teacher, his level of English is the worst in class. He does not understand spoken English or written and cannot produce anything. His Czech is also terrible in production and understanding but slightly better than in English.

### Observation

12th April 2023, 13 students, 1st year, 1 CSL learner (see Appendix VIII.).

The lesson included four instructions. The teacher gave the instructions in TL and L1. The instructions were paraphrased and repeated. The teacher showed them the textbook if the following tasks were in their textbooks. It was challenging to say whether the student could perform the task, but he had his textbook open. The teacher showed them the textbook and pointed to the specific exercise. After one of the tasks began, the teacher came to the foreign learner and tried to explain what to do to him. She used the Czech language. After the learner began working, the teacher monitored his activity and returned to her position in front of the class. Once there was an understanding check when the students should have said the correct answers, the student did not participate and was not asked to do so. The student with a different native language did not participate in all of the activities during the lesson.

### Interview

The teacher said that she never plans her instructions and has never thought about the necessity of it. The teacher uses TL during the lesson and does not make any adjustments if the students understand English. If she cannot rely on TL, she tries to use the language the CSL learner understands more. She also checks CSL learners' understanding more often than with other learners. The teacher shares the instructions with the whole class first, and if a learner has problems with understanding, she tries to explain it again individually. The teacher discovered that letting the learners work together is more practical. If they discuss the instructions in pairs, it is more efficient than when she is the one who helps them.

The teacher sometimes checks their understanding through questions, but she says she relies on monitoring. She believes she uses paraphrases a lot and speaks slower during instructions. She is aware that after instructions in TL, she uses L1 as well. It depends on the level and year of her learners. Sometimes she reads the instructions in textbooks and translates them for the class. It seems to her sometimes too complicated to understand. The teacher admitted that if she had forgotten to discuss the written instructions in their textbooks, the learners did not complete the tasks because they did not know what to do. The teacher does not use any unique materials for CSL learners. She would not recognize what to use since she does not speak their L1 or know where to search for any unique materials. The teacher noticed that individual tutoring greatly helps CSL learners, especially with a tutor who speaks their L1. She says that sometimes she could not make any progress with a CSL learner, but tutoring in L1 helped them significantly.

### *Summary*

The teacher used TL during the lesson but included the Czech translation during the instructions. I did not notice almost any questions about understanding the students, but they all obviously participated in the given tasks and completed them. The foreign learner with difficulties was neither asked any questions nor was not made to participate in conversations or answer checking, but the teacher checked his understanding through monitoring. When her attention towards the class was not required, she worked individually with the learner.

## **Teacher 4**

### *Lesson 1*

#### Student description

There are two students with different native languages in the classroom.

The first one has lived in the Czech Republic for two years. The student sometimes struggles to understand when the speech in Czech is too fast, but his understanding of written Czech seems sufficient. His level of English language is average in comparison to the rest of the class. According to the teacher, there is a potential for him to get better results, but his absence from school is relatively high, which keeps him back.

The second learner has lived here for almost three years. She is one of the better English language students and has no difficulty cooperating when English is used. The

teacher is unsure about her Czech skills because TL is used during lessons. Since the TL is used, the students' Czech skills seem sufficient for the needs of the English lesson.

#### Observation

12th April 2023, 13 students, 4th year, 2 CSL learners (see Appendix IX.).

The lesson included two instructions. The page numbers were written on the board, and some key terms and phrases were occurring in the task. The teacher underlined some of the prepositions for the students to remember. The second half of the board was used to support the student's oral examination—some key phrases were written down. The learners were quite loud, speaking with one another, so the instructions were sometimes challenging to hear. The teacher made sure the students understood through questions, short monitoring was included, one of the learners was asked to paraphrase the instructions, and they were even asked to discuss the instructions in pairs if needed. The learners were asked to complete the second task in pairs. The students parted independently, the CSL learners included. Both foreigners were of different nationalities and seemed to have one friend each they were willing to cooperate with. The student used a translator during this activity on her cell phone. No monitoring was done during this activity. The teacher was working on something else with a computer.

### ***Lesson 2***

#### Student description

The student has lived in the Czech Republic for two years. She is said to be one of the weakest students in the English language. Her understanding of Czech is quite good, but according to the teacher, it is difficult to say since no Czech is used during her lessons. The student struggles with translations from English to Czech. Many vocabularies are unknown to her, and the translation includes many grammar mistakes.

#### Observation

19th April 2023, 14 students, 4th year, 1 CSL learner (see Appendix X.).

The lesson included two instructions. The teacher wrote the page and exercise numbers for the tasks in textbooks on the board. The teacher asked the whole class whether they understood what to do. One of the students was asked to provide his example, and the

instructions were repeated by one of the students. The learners were speaking loudly, so hearing the instructions might have been difficult. Maybe, some of the students might not have even noticed that any instructions were given. The students were asked to discuss the instructions together if needed, and some of the classmates did that because they were not paying attention. The foreign learner did not discuss anything but seemed to be working on the first task. For the second task, learners were asked to work in pairs. The object used to support the instruction clarity was the textbook. The teacher pointed to the exercise in the textbook while holding it in her hands. The CSL learner was working with a classmate sitting next to her. She used a translator on her phone during the task. The teacher later said that phone use is allowed during conversational activities. The teacher monitored to see whether everyone worked on the given task.

#### Interview

The teacher said she did not plan her instructions in advance and never discussed them with anyone. The teacher uses TL strictly, and she does not make any special adjustments for CSL learners. If the learner does not understand, her attitude is the same as if other learners do not understand. She tried to paraphrase, reexplain, and provide the learners with many examples. Except for test writing, translating apps are allowed. Once the instructions are written, learners can translate them. The teacher said that she sometimes also used a translator if a CSL learner had difficulties with Czech and English. She projected instructions in the learner's L1 on the wall, and the learner could have worked with it. The teacher admits that she could not have been sure whether the translation was accurate because she did not know the language, and translating apps are unreliable. She also added that this cannot be used often because it takes much time, so she used that only in exceptional circumstances. The learners are often told to read written instructions, and she provides them with their own examples to support their understanding. She also asks questions to check learners' understanding, focusing on CSL learners. They are often asked to provide their own examples. The learners are often asked to work in pairs and discuss the instructions. In that case, she assures that the CSL learner is paired with an advanced learner who does not struggle with English. She believes it is effective and it helps socialization. The teacher does not use any unique materials nor know whether any are available and where to look for them. She thinks bilingual materials might be convenient when working with new vocabulary lists

where the translation would be in the CSL learner's L1. That would help the learner with learning the vocabulary items.

On the other hand, all learners can search those translations independently, so it seems like unnecessary additional work for her. Moreover, if the learner spends more time on homework, it helps them in all languages. She often sets extra tasks for weaker learners. The teacher recommends various websites for all learners to review grammar explanations, see more examples and try grammar exercises.

### ***Summary***

The teacher successfully used peer teaching and made everyone cooperate and participate. The students with different native languages seemed used to working with their classmates. Examples and paraphrases were frequently used; students were asked to do them instead of the teacher. Everyone could use a translator or dictionary if it were not forbidden for specific tasks. The activity of the students with different native languages was the same as that of the rest of the class. Everyone had to speak during the lesson at least once.

### **Results commentary and discussions**

In the globalised world, people mingle around places, and even in schools, learners from different cultures can meet more frequently than ever before. It presents a challenge not only for learners and their socialising process but also for classroom teachers. Teachers are confronted with language gaps that complicate the learning process. These obstacles created by insufficiency and inability to use L1 are described and analysed in this research, along with steps teachers can take so all learners are provided with suitable and valuable education no matter their cultural background.

The instructions and their clarity are critical aspects of successful language acquisition. This research does not map only the limitations caused by L1 diversity but also the possible interferences teachers can make to promote the accuracy of instruction giving.

Firstly, we can tell that research subjects acknowledge TL as something that should dominate in foreign language classes even today, no matter the valuable advantages L1 offers. They usually try to avoid L1 use or minimise it as possible. L1 use is still viewed as something negative, omitting its benefits. If possible, L1 should be strategically implemented into foreign language lessons, for example, through paraphrasing by teachers or learners for comprehension checks.

Secondly, teachers do not work with bilingual materials even though it could be considered necessary. They do not do it because they do not know where to find them or how to evaluate their validity. Schools should focus more on the details of their programs if students have different native languages and create space teachers can refer to if bilingual materials or information are needed.

Thirdly, teachers omit gestures they could use to promote learners' understanding. Most of the time, they are static and do not move at all. It is similar to object use. Objects are used only if teachers refer to that specific object. For example, if learners are required to work with their textbooks, teachers show them the material. Drawings were absent in the lessons as well. If the board was used, usually it was not for instruction giving. Sometimes page numbers and exercise numbers were written down, which seemed worthwhile. Gestures for a time limit, understanding check, and yes/no answers could be quite easily used and are often more easily understood than sentences.

Teachers generally do not use modern technologies in their lessons; if so, it is to provide specific material needed for the lesson but not to improve understanding. One of the teachers offers to use a projector and translator to show instructions in L1 to the CSL learner, for example.

The vital outcome corresponding to theory is that attention is crucial to successful instructions. When instructions were not parted from other tasks, students were not paying attention to them and did not know what to do. That complicated the teacher's work afterwards. A similar problem occurred in classes where students were too loud to hear the instructions. No matter the tools teachers use to support students' understanding, if learners do not take the necessary steps to raise their attention, all the efforts seem useless. Teachers need to focus more on understanding checks and monitoring then.

Another prevailing aspect is the evident exclusion of most of the learners with different native languages from group activities, and they occur to have problems with socialising. Most of the time, foreign learners do not cooperate with their classmates and instead work on something else alone. If teachers intentionally divided students into groups or pairs, and CSL learners would not be forced to join someone independently, they would perform the given tasks more likely. We can say that CSL learners were not obliged to participate in many activities if they were not eager.

Last but not least, we can say that teachers do not acknowledge the importance of instruction giving and its clarity. They do not think about instructions in advance or know

what they should think about or plan them. Instructions do not seem critical for them, and they rely on sharing them somehow based on the situation and paraphrasing or repeating them if needed. If students fail to perform a given task, unclear instructions are not taken as something that could be responsible for it. Based on that, teachers do not discuss their instructions, do not record themselves, or make notes. Every aspect of instruction giving is unintentional. Teachers should become familiar with the importance and influence of this lesson phase. It would be beneficial if they could familiarise themselves with tools that can raise the clarity described in the theoretical part of this work.

Positive aspects of the research were that teachers frequently work with monitoring and help all of the students individually, even the CSL learners. If there were any insufficiencies during instruction giving, teachers usually solved them while giving instructions. It seemed to be a valuable and effective tool that helped learners to perform the given task. Teachers also raise the advantage of a tutor or a friend with the same different native language as the CSL learners in the classes. They often responded that the mutual cooperation of these students or tutors seemed the most beneficial for CSL students. This supports that L1 use is crucial to foreign language acquisitions and should not be omitted.

To summarise the research findings and their implications, the major problem is the lack of proper instruction giving awareness. If teachers omit to do something that could help this phase of their lessons, it is because they do not consider it something they should pay attention to. They do not reckon giving instructions as a prominent phase of the lesson, let alone something they should plan or focus on. Subsequently, they are not aware of the possible strategies they could use. Teachers seem to be not informed enough in this matter. The second valuable outcome is that no matter whether studies and literature emphasise the importance of L1 use in foreign language lessons, it is still mostly regarded as old-fashioned and unprofessional that should be avoided entirely or as much as possible. Teachers should become familiar with the language acquisition theory to understand L1's significance in the process. It would subsequently help them teach even foreign learners when recognising what to focus on.

## V. IMPLICATIONS

This chapter provides possible pedagogical implications that emerged from the research results presented in the previous chapter. In the next section, the limitations of the conducted research will be described, and the last section includes suggestions for further research that might be done in the area of teaching CSL learners.

### **Pedagogical implications**

The research showed many important outcomes valuable for teachers teaching foreign language classes with a CSL learner but also classes without a CSL learner. Those findings can be used to promote all learners' language acquisition. The implications can be useful for school management as well to support their teachers while teaching classes with a CSL learner.

One of the major implications the research brought is that teachers do not recognize the value of instructions and their impact on students' understanding and study results. They do not consider that as something that should be planned in advance during the lesson planning, and they are not aware of the theory and, subsequently, the tools they can use to make the instructions more efficient. If the teachers use any of the tools related to proper instructions, it is unintentional. Teachers should recognize instructions as something with a direct impact on their learners' success and language acquisition. They should also adopt the tools they can use and try to implement them into their lessons for the benefit of all learners.

Another finding showed that most teachers tend to use TL during their lessons even when there is no CSL learner in their class and avoid the use of L1. Even though L1 cannot be used in classes with CSL learners, teachers should see its undeniable benefit and understand the theory of language acquisition in relation to L1. A better understanding of L1 use and its advantages can help them to understand the special needs and obstacles all of their learners might face in their lessons.

Next, teachers often use explanations, examples and paraphrases when they are giving instructions. It would be helpful if the teachers let their learners do it instead. Firstly, if the students are more active than the teachers, it supports their paying attention during the class and, subsequently, their success in task completion. Secondly, the teachers can use learners' examples and explanations as a means of checking their understanding at the same time.



According to the results of the research, CSL learners tend to have problems with socialization. Due to this fact, they do not cooperate with their classmates and do not work on given tasks. Teachers should make an effort to make the CSL learners join their classmates for given tasks. If the class works in teams, the teacher can create those teams so the CSL learner participates. The socializing process would then be easier for the CSL learners, they will be able to complete given tasks, and as long as peer teaching is an effective tool when teaching foreign language classes, their language acquisition will be supported as well.

Last but not least, the research indicates teachers do not know what sources they can rely on or what materials they can use and how to use modern technologies when teaching CSL learners. Teachers can use translators or allow the CSL learners their use in special circumstances to raise their understanding. Teachers can recommend apps and websites where bilingual materials can be found, frequently even in CSL learners' L1. The learners can refer there for more grammar exercises, grammar explanations and vocabulary lists with translations as well.

Even though there are schools with many CSL learners in their classes, teachers usually lack any support in this matter from the school management. If the CSL learners are present in a school, school management should provide their teachers with materials they can study and use. The materials can include information about what to focus on in their foreign language lessons to make them as effective as possible, to understand the special needs CSL learners can have, prepare for obstacles they can face and how to deal with them. According to the finding, it would also be beneficial if there is created a space for mutual cooperation between the school, the teacher and a tutor speaking the CSL learner's L1.

### **Limitations of the research**

Considering the research finding as something that cannot be generalised and applied to all teachers is significant. However, the outcomes might likely be frequently recognisable even in other foreign language classes and happen to be valuable for teaching implications.

The war in Ukraine brought many CSL learners into Czech classrooms., However, teachers were overwhelmed by their new situations and did not have the space and energy to participate in the research. Once the teachers were willing to participate, many CSL learners had already returned to their home country or had learnt the Czech language sufficiently, which complicated the search for suitable classes for my observations. Since

the research was done mainly in April, the school it was held at had many adjustments in its schedule; therefore, even organising and scheduling the observations and interviews took longer than desired. Due to this obstacle, teachers might have adjusted their teaching strategies because the lessons were not regular then, which could affect the results.

I suppose that observing at least two lessons from each teacher was beneficial aspect. I could more easily estimate whether or not the strategies they use are typical for teachers' lessons. On the other hand, if the teachers adjusted their behaviour anyhow, they would become less aware of my presence if more lessons were observed, and other aspects of giving instructions might be revealed.

The research finding would be more generally applicable if the research was conducted in more schools, especially lower secondary schools, where learners usually cannot communicate in TL so quickly, and teachers cannot rely on it.

### **Suggestions for further research**

Regarding the limitations of the research, to promote the applicability of the findings would be to extend the research sample to more schools, significantly lower secondary schools, where teachers cannot rely on TL use regarding learners' understanding. The instruction-giving techniques would be more noticeable and more frequently used.

According to the teachers, tutoring in CSL learners' L1 seemed more beneficial than any other effort. Here lies another area for research focusing on cooperation between school and L1 tutors or cooperation between the teacher and pedagogical assistant knowing the language. The techniques of tandem teaching used when a CSL learner is in a classroom could be described and examined.

The teachers also suggested that they see a problem in socialising of CSL learners, and they sometimes do not participate in given tasks. The schools could bring CSL learners together, provide space for them to meet and communicate and focus on making those learners part of the collectives. Further research can focus on how to support the socializing process of CSL learners in Czech schools.

According to the results, teachers do not use technologies frequently during their lessons, nor use any special materials since they do not know where to find them or how to evaluate them. Implementing modern technologies into foreign language classes with CSL learners and possibly adjusting current materials according to learners' needs provides another research area.

## VI. CONCLUSION

As described in the theoretical part of the thesis, it is more frequent than ever that learners with different native languages than most of the class occur in foreign language classrooms. Many teachers' teaching philosophy or strategy needs to be reviewed facing this change in a foreign language class environment. Many arguments have been presented on whether L1 or TL use is more suitable in lessons and why. The work suggested that L1 use is an inevitable part of language acquisition and should not be omitted, but teachers are forced to do so if there is a learner with a different L1 than the rest of the class. The thesis deals mainly with obstacles solely TL use creates in instruction giving and emphasises its crucial role in learners' performance in foreign language classes. The tools teachers can use to raise instructions' clarity without L1 were explained according to the aim of the work. Teachers should adjust their speech in its speed, voice, and vocabulary use. Repetitions and paraphrases, along with explanations and examples, should frequently occur. It is possible to exaggerate gestures to support the explanations and use classroom objects. The significance of paying attention to instructions is highlighted because no matter the tools used, the tasks cannot be successfully performed without creating an environment for learners to focus. The understanding checks are required and can be done by questions and monitoring, or learners can do it through paraphrasing, translation and mutual discussion.

The research showed that TL use in classrooms prevailed because it is seen as the correct way to teach a foreign language, not as a necessary adjustment teachers had to make because of the foreign learner. Teachers are usually willing to adjust the language use according to learners' needs. If they find it helpful, they use L1 for these situations, but not because of the benefits it brings. The outcome research brought is that teachers generally do not think about instructions separately. They do not recognise L1 value or make intentional adjustments to support its understandability. This unintentional instruction giving applies to any foreign language class, even without a foreign learner being present. The prominent aspect of all the classes observed was that the teachers recognised the necessity of understanding checks, and overall they found monitoring the most effective tool. According to the teachers, no special adjustments for foreign language students are mostly made because their attitude is the same towards them as it is to any learner having difficulties. They admit that socialising seems to be a problem in language acquisition. It also frequently happens to be why learners with different native languages do not participate in given tasks even though they know what to do. It can be concluded that teachers do not know about

many of the tools this thesis described that could help them, and their teaching practices are based mainly on their intuition.

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## APPENDICES

### Appendix I.

#### Observation sheet

	Instructions	
Language use	L1/L2	
Attention	Instructions are separated from the other phases of the lesson	
	The teacher makes eye contact with the students	
	The teacher waits to gather the attention before instructions giving	
Gestures	The teacher uses gestures to demonstrate specific activities	
	The teacher uses gestures to indicate the phase of instructions giving	
	The teacher uses gestures to speak about the time limit	
	The teacher's gestures are exaggerated	
Board	The teacher writes keywords on the board	
	The teacher writes on the board simultaneously while speaking	
	The board is divided into various sections according to the type of information written on it	
	The teacher's position is shoulder facing the board while writing on it	



	The teacher uses colours to divide the information into groups	
Drawings	The teacher uses drawings to support students' understanding	
Objects	The teacher uses classroom objects	
Speech adjustments	Teacher uses paraphrase	
	The teacher repeats the instructions	
	The teacher speaks in short sentences.	
	The teacher includes only information related to the following task	
	The teacher uses different intonations to emphasize the keywords	
Understanding check	The teacher asks students questions to check their understanding	
	The teacher asks students to paraphrase the instructions	
	Teacher uses eliciting	
	The teacher asks students to discuss the instructions together	
	The teacher monitors students' activity after the task beginning	
Materials	The teacher uses bilingual materials or materials in the student's L1	

	Materials are given to students after the instructions	
Technology	The teacher or a student uses a translator	
	The teacher uses pictures or video with a projector	
Feedback	The teacher records himself/herself	
	The teacher makes notes about the instructions for later analysis	

## Appendix II.

### Interview Questions

1. Do you plan your instructions and giving them in advance? How?
2. What kind of adjustments do you make in your lessons when a learner has a different native language?
3. Is there a strategy you created when giving instructions to a learner with a different native language? Which one?
4. Do you discuss your instructions? With whom and how?
5. How do you check the understanding of learners with different native languages?
6. Do you adjust your speech on purpose when giving instructions? How?
7. Do you use unique materials suited for learners with different native languages? Which ones? Where did you get them?
8. Are there any tips that helped you teach a learner with a different native language? Which ones?
9. Is there anything you focus on when giving instructions? What is it?

### Otázky pro rozhovor

1. Plánujete si instrukce a jejich zadávání dopředu? Jakým způsobem?
2. Jaké úpravy ve výuce děláte, pokud je přítomný student s OMJ?
3. Je nějaké strategie, kterou jste vytvořil/a pro zadávání instrukcí žákovi s OMJ? Jaká?
4. Konzultuje své instrukce s někým? S kým a jakým způsobem?
5. Jak kontrolujete porozumění žáka s OMJ?
6. Upravujete cíleně svojí řeč při zadávání instrukcí? Jak?
7. Používáte zvláštní studijní materiály přímo pro žáka s OMJ? Jaké? Odkud je máte?
8. Jsou některé tipy, které Vám pomohli při výuce žáka s OMJ? Jaké?
9. Je něco, na co se přímo zaměřujete, když dáváte instrukce? Co?

### Appendix III.

Observation sheet. Teacher 1, lesson 1.

	Instructions	1	2	3
Language use	L1/L2	L1	L1	L1
Attention	Instructions are separated from the other phases of the lesson	X	X	
	The teacher makes eye contact with the students		X	
	The teacher waits to gather the attention before instructions giving	X	X	
Gestures	The teacher uses gestures to demonstrate specific activities			
	The teacher uses gestures to indicate the phase of instructions giving			
	The teacher uses gestures to speak about the time limit			X
	The teacher's gestures are exaggerated			
Board	The teacher writes keywords on the board	X	X	
	The teacher writes on the board simultaneously while speaking			
	The board is divided into various sections according to the type of information written on it			

	The teacher's position is shoulder facing the board while writing on it	X	X	
	The teacher uses colours to divide the information into groups		X	
Drawings	The teacher uses drawings to support students' understanding			
Objects	The teacher uses classroom objects	X		X
Speech adjustments	Teacher uses paraphrase			
	The teacher repeats the instructions			
	The teacher speaks in short sentences.	X		
	The teacher includes only information related to the following task	X	X	X
	The teacher uses different intonations to emphasise the keywords			
Understanding check	The teacher asks students questions to check their understanding			X
	The teacher asks students to paraphrase the instructions			
	Teacher uses eliciting			X
	The teacher asks students to discuss the instructions together		X	X

	The teacher monitors students' activity after the task beginning	X	X	X
Materials	The teacher uses bilingual materials or materials in the student's L1			
	Materials are given to students after the instructions	X		
Technology	A teacher or a student uses a translator			
	The teacher uses pictures or video with a projector			
Feedback	The teacher records himself/herself			
	The teacher makes notes about the instructions for later analysis			

## Appendix IV.

Observation sheet. Teacher 1, lesson 2.

	Instructions	1	2	3
Language use	L1/L2	L1	L1	L1
Attention	Instructions are separated from the other phases of the lesson	X	X	X
	The teacher makes eye contact with the students			
	The teacher waits to gather the attention before instructions giving	X	X	X
Gestures	The teacher uses gestures to demonstrate specific activities			
	The teacher uses gestures to indicate the phase of instructions giving			
	The teacher uses gestures to speak about the time limit			
	The teacher's gestures are exaggerated			
Board	The teacher writes keywords on the board	X	X	X
	The teacher writes on the board simultaneously while speaking	X	X	X
	The board is divided into various sections according to the type of information written on it			

	The teacher's position is shoulder facing the board while writing on it		X	
	The teacher uses colours to divide the information into groups		X	
Drawings	The teacher uses drawings to support students' understanding			
Objects	The teacher uses classroom objects	X		X
Speech adjustments	Teacher uses paraphrase		X	
	The teacher repeats the instructions			
	The teacher speaks in short sentences.	X		
	The teacher includes only information related to the following task	X	X	X
	The teacher uses different intonations to emphasise the keywords			
Understanding check	The teacher asks students questions to check their understanding			
	The teacher asks students to paraphrase the instructions			
	Teacher uses eliciting			
	The teacher asks students to discuss the instructions together			



	The teacher monitors students' activity after the task beginning	X	X	X
Materials	The teacher uses bilingual materials or materials in the student's L1			
	Materials are given to students after the instructions			
Technology	The teacher or a student uses a translator			
	The teacher uses pictures or video with a projector			
Feedback	The teacher records himself/herself			
	The teacher makes notes about the instructions for later analysis			

## Appendix V.

Observation sheet. Teacher 2, lesson 1.

	Instructions	1	2	3	4	5	6
Language use	L1/L2	L2	L2	L2	L2	L2	L2
Attention	Instructions are separated from the other phases of the lesson	X	X	X	X	X	
	The teacher makes eye contact with the students	X		X	X	X	
	The teacher waits to gather the attention before instructions giving	X		X	X	X	
Gestures	The teacher uses gestures to demonstrate specific activities						
	The teacher uses gestures to indicate the phase of instructions giving						
	The teacher uses gestures to speak about the time limit						
	The teacher's gestures are exaggerated						
Board	The teacher writes keywords on the board						
	The teacher writes on the board simultaneously while speaking						
	The board is divided into various sections according to the type of information written on it						

	The teacher's position is shoulder facing the board while writing on it						
	The teacher uses colours to divide the information into groups						
Drawings	The teacher uses drawings to support students' understanding						
Objects	The teacher uses classroom objects						
Speech adjustments	Teacher uses paraphrase			X		X	
	The teacher repeats the instructions					X	
	The teacher speaks in short sentences.						
	The teacher includes only information related to the following task	X	X	X	X	X	X
	The teacher uses different intonations to emphasise the keywords						
Understanding check	The teacher asks students questions to check their understanding						
	The teacher asks students to paraphrase the instructions						
	Teacher uses eliciting						
	The teacher asks students to discuss the instructions together						

	The teacher monitors students' activity after the task beginning				X		
Materials	The teacher uses bilingual materials or materials in the student's L1						
	Materials are given to students after the instructions						
Technology	A teacher or a student uses a translator						
	The teacher uses pictures or video with a projector						
Feedback	The teacher records himself/herself						
	The teacher makes notes about the instructions for later analysis						

**APPENDIX VI.**

Observation sheet. Teacher 2, lesson 2.

	Instructions	1	2	3	4
Language use	L1/L2	L2	L2	L2	L2
Attention	Instructions are separated from the other phases of the lesson	X	X	X	X
	The teacher makes eye contact with the students	X		X	X
	The teacher waits to gather the attention before instructions giving	X		X	X
Gestures	The teacher uses gestures to demonstrate specific activities				
	The teacher uses gestures to indicate the phase of instructions giving				
	The teacher uses gestures to speak about the time limit				
	The teacher's gestures are exaggerated				
Board	The teacher writes keywords on the board				
	The teacher writes on the board simultaneously while speaking				
	The board is divided into various sections according to the type of information written on it				

	The teacher's position is shoulder facing the board while writing on it				
	The teacher uses colours to divide the information into groups				
Drawings	The teacher uses drawings to support students' understanding				
Objects	The teacher uses classroom objects				
Speech adjustments	Teacher uses paraphrase				
	The teacher repeats the instructions				
	The teacher speaks in short sentences.				
	The teacher includes only information related to the following task	X	X	X	X
	The teacher uses different intonations to emphasise the keywords				
Understanding check	The teacher asks students questions to check their understanding				
	The teacher asks students to paraphrase the instructions				
	Teacher uses eliciting				
	The teacher asks students to discuss the instructions together				

	The teacher monitors students' activity after the task beginning			X	
Materials	The teacher uses bilingual materials or materials in the student's L1				
	Materials are given to students after the instructions		X		
Technology	The teacher or a student uses a translator				
	The teacher uses pictures or video with a projector				
Feedback	The teacher records himself/herself				
	The teacher makes notes about the instructions for later analysis				

## Appendix VII.

Observation sheet. Teacher 3, lesson 1.

	Instructions	1	2	3	4	5	6
Language use	L1/L2	L2	L1/L2	L1/L2	L1/L2	L2	L2
Attention	Instructions are separated from the other phases of the lesson	X	X	X	X	X	X
	The teacher makes eye contact with the students	X	X	X	X	X	
	The teacher waits to gather the attention before instructions giving	X	X	X	X	X	X
Gestures	The teacher uses gestures to demonstrate specific activities						
	The teacher uses gestures to indicate the phase of instructions giving						
	The teacher uses gestures to speak about the time limit						
	The teacher's gestures are exaggerated						
Board	The teacher writes keywords on the board				X		



	The teacher writes on the board simultaneously while speaking						
	The board is divided into various sections according to the type of information written on it						
	The teacher's position is shoulder facing the board while writing on it				X		
	The teacher uses colours to divide the information into groups				X		
Drawings	The teacher uses drawings to support students' understanding						
Objects	The teacher uses classroom objects		X			X	
Speech adjustments	Teacher uses paraphrase		X	X	X		
	The teacher repeats the instructions		X	X	X		
	The teacher speaks in short sentences.						
	The teacher includes only information	X	X	X	X	X	X

	related to the following task						
	The teacher uses different intonations to emphasise the keywords						
Understanding check	The teacher asks students questions to check their understanding						
	The teacher asks students to paraphrase the instructions						
	Teacher uses eliciting						
	The teacher asks students to discuss the instructions together						
	The teacher monitors students' activity after the task beginning						
Materials	The teacher uses bilingual materials or materials in the student's L1						
	Materials are given to students after the instructions						

Technology	The teacher or a student uses a translator						
	The teacher uses pictures or video with a projector						
Feedback	The teacher records himself/herself						
	The teacher makes notes about the instructions for later analysis						

## Appendix VIII.

Observation sheet. Teacher 3, lesson 2.

	Instructions	1	2	3	4
Language use	L1/L2	L1/L2	L1/L2	L1/L2	L1/L2
Attention	Instructions are separated from the other phases of the lesson	X	X	X	X
	The teacher makes eye contact with the students	X	X	X	X
	The teacher waits to gather the attention before instructions giving	X	X	X	X
Gestures	The teacher uses gestures to demonstrate specific activities				
	The teacher uses gestures to indicate the phase of instructions giving				
	The teacher uses gestures to speak				

	about the time limit				
	The teacher's gestures are exaggerated				
Board	The teacher writes keywords on the board				
	The teacher writes on the board simultaneously while speaking				
	The board is divided into various sections according to the type of information written on it				
	The teacher's position is shoulder facing the board while writing on it				
	The teacher uses colours to divide the information into groups				
Drawings	The teacher uses drawings to				

	support students' understanding				
Objects	The teacher uses classroom objects		X	X	X
Speech adjustments	Teacher uses paraphrase		X	X	X
	The teacher repeats the instructions		X	X	X
	The teacher speaks in short sentences.				
	The teacher includes only information related to the following task		X	X	X
	The teacher uses different intonations to emphasise the keywords				
Understanding check	The teacher asks students questions to check their understanding				
	The teacher asks students to paraphrase the instructions				

	Teacher uses eliciting				
	The teacher asks students to discuss the instructions together				
	The teacher monitors students' activity after the task beginning			X	X
Materials	The teacher uses bilingual materials or materials in the student's L1				
	Materials are given to students after the instructions				
Technology	The teacher or a student uses a translator				
	The teacher uses pictures or video with a projector				
Feedback	The teacher records himself/herself				
	The teacher makes notes				

	about the instructions for later analysis				
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**Appendix IX.**

Observation sheet. Teacher 4, lesson 1.

	Instructions	1	2
Language use	L1/L2	L2	L2
Attention	Instructions are separated from the other phases of the lesson		
	The teacher makes eye contact with the students	X	X
	The teacher waits to gather the attention before instructions giving		
Gestures	The teacher uses gestures to demonstrate specific activities		
	The teacher uses gestures to indicate the phase of instructions giving		
	The teacher uses gestures to speak about the time limit		
	The teacher's gestures are exaggerated		
Board	The teacher writes keywords on the board	X	
	The teacher writes on the board simultaneously while speaking		



	The board is divided into various sections according to the type of information written on it	X	
	The teacher's position is shoulder facing the board while writing on it	X	
	The teacher uses colours to divide the information into groups		
Drawings	The teacher uses drawings to support students' understanding		
Objects	The teacher uses classroom objects		
Speech adjustments	Teacher uses paraphrase		
	The teacher repeats the instructions		
	The teacher speaks in short sentences.		
	The teacher includes only information related to the following task	X	X
	The teacher uses different intonations to emphasise the keywords		
Understanding check	The teacher asks students questions to check their understanding	X	
	The teacher asks students to paraphrase the instructions	X	
	Teacher uses eliciting		

	The teacher asks students to discuss the instructions together	X	
	The teacher monitors students' activity after the task beginning	X	
Materials	The teacher uses bilingual materials or materials in the student's L1		
	Materials are given to students after the instructions		
Technology	The teacher or a student uses a translator		X
	The teacher uses pictures or video with a projector	X	
Feedback	The teacher records himself/herself	X	
	The teacher makes notes about the instructions for later analysis	X	

## Appendix X

Observation sheet. Teacher 4, lesson 2.

	Instructions	1	2
Language use	L1/L2		
Attention	Instructions are separated from the other phases of the lesson		
	The teacher makes eye contact with the students	X	X

	The teacher waits to gather the attention before instructions giving		
Gestures	The teacher uses gestures to demonstrate specific activities		
	The teacher uses gestures to indicate the phase of instructions giving		
	The teacher uses gestures to speak about the time limit		
	The teacher's gestures are exaggerated		
Board	The teacher writes keywords on the board	X	
	The teacher writes on the board simultaneously while speaking		
	The board is divided into various sections according to the type of information written on it		
	The teacher's position is shoulder facing the board while writing on it		
	The teacher uses colours to divide the information into groups		
Drawings	The teacher uses drawings to support students' understanding		
Objects	The teacher uses classroom objects		X

Speech adjustments	Teacher uses paraphrase	X	
	The teacher repeats the instructions	X	
	The teacher speaks in short sentences.	X	
	The teacher includes only information related to the following task	X	X
	The teacher uses different intonations to emphasise the keywords		
Understanding check	The teacher asks students questions to check their understanding	X	
	The teacher asks students to paraphrase the instructions	X	
	Teacher uses eliciting		
	The teacher asks students to discuss the instructions together	X	
	The teacher monitors students' activity after the task beginning	X	
Materials	The teacher uses bilingual materials or materials in the student's L1		
	Materials are given to students after the instructions		
Technology	The teacher or a student uses a translator		X
	The teacher uses pictures or video with a projector		

Feedback	The teacher records himself/herself		
	The teacher makes notes about the instructions for later analysis		

## SUMMARY IN CZECH

Práce se zabývá žáky s odlišným mateřským jazykem v hodinách anglického jazyka. Práce zkoumá vhodné použití mateřského a cílového jazyka v hodinách cizího jazyka. Následně popisuje rozdíly mezi žáky s odlišným mateřským jazykem a ostatními žáky ve třídě. Práce také vysvětluje význam náležitého zadávání instrukcí a popisuje nástroje, které učitelé mohou použít, aby instrukce byly více srozumitelné. Cílem práce je vysvětlit, jak správně zadávat instrukce bez použití mateřského jazyka tak, aby všichni žáci, ačkoliv se jejich mateřské jazyky mohou lišit, byli schopni splnit zadaný úkol.

Výzkum proveden se čtyřmi středoškolskými učiteli zkoumá, jaké nástroje učitelé využívají, aby jejich instrukce byly srozumitelné pro zahraniční studenty a jejich třídu. Vzhledem k výsledkům výzkumu bylo zjištěno, že učitelé nevnímají instrukce jako významný aspekt v osvojování si cizího jazyka, ale žáci jsou i tak schopni plnit jejich cíle. Učitelé se spoléhají na monitoring a individuální práci se žáky více než na nástroje, které by mohli využívat při zadávání instrukcí. Práce nabízí možné způsoby, jak instrukce učinit srozumitelnější pro všechny žáky a upozorňuje na mezery ve výuce žáků s odlišným mateřským jazykem.