Supervisor: Ailsa Marion Randall, M.A.
Studies: PdF N-ZS AJ2 combined [sem 5] (group referentky Luklové)
Title of thesis: The use of the mother tongue in English language lessons for grammar school students
Second reader: Mgr. Jana Chocholatá, Ph.D.
Fakulta: Pedagogická fakulta
Name of student: Bc. Pavla Šaldová
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Topic choice: Original, innovative, well-defined topic.

Argumentation: Logical argumentation, relevant.

Organisation of the thesis: Well-organised and logical, including the required parts.

Methodology: Mostly relevant to the topic but described insufficiently.

Aim of the thesis: The aim of the thesis is defined adequately and formulated clearly.

Formal quality and layout: No reservations.

Language and stylistic appropriateness: Minor reservations.

Quotations and references: According to the norm (MLA or APA).

Length of the thesis: According to the requirements.

Creativity and novelty of the outcomes: Introduces standard procedures, expectable conclusions.

Comments: The thesis aims to explore the situation with regard to mother tongue use in the English classroom, focussing on the benefits and drawbacks of using the students’ mother tongue when teaching. In the theoretical part, the author explores the differences between how the mother tongue (L1) and English (L2) are learned, looking at how the mother tongue has been used in different teaching methods and finally she explores different factors influencing the use of the mother tongue in English classes. I found the chapter on teachers’ and learners’ beliefs especially interesting and well-researched although it is a pity that only non-Czech sources were used. The author also looked into the way native and non-native speakers of English use the students’ mother tongue in the classroom, which was interesting if a little predictable. The practical part consists of two questionnaires which were given to students in a grammar school in Litomyšl, where the author also teaches. 74 participants took part in the research. One of the questionnaires consisted of closed-ended questions to establish general information about the level of the students and some of their experiences with the use of the mother tongue, and the second questionnaire consisted of open-ended questions in which students were asked to express their opinions on the use of the mother tongue in learning and teaching. The research methodology is quite well explained although it is not clear to me why there were two questionnaires as opposed to one longer one which would have allowed for a more in-depth comparison of the students’ opinions with their language level. Also, I would have appreciated some quotations from the pupils in the analysis of the benefits of mother tongue use. The thesis is written in an appropriate academic style and the author worked on it independently.
Questions:
1. On page 21 you state that it is the teachers’ responsibility to decide how much of the mother tongue they use. Do you think this is a good thing or should teachers receive more guidance on this?
2. On page 23 you mention that teachers often deny using the mother tongue, although the reality is different. Do you have any evidence to show if this is the same in the Czech context?
3. On page 36 you introduce the idea of a monitoring system in which learners can remind each other to use the L2. Have you ever tried this and if so what were the results?

Defence:
recommended

Final assessment: B