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DIPLOMOVÁ PRÁCE

**The Native Speaker English Teachers in
the Czech Republic**

**Rodilí mluvčí vyučující anglický jazyk na českých
školách**

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Martina Větrovcová

V Kladně, dne 30. dubna 2010

.....

Věnováno mé milované dceři Natali

To my beloved daughter Natali

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Diplomová práce se zabývá situací rodilých mluvčí vyučujících anglický jazyk na českých školách. Teoretická část se nejprve zaměřuje na role, kvality, autonomii a zodpovědnost učitelů a porovnává autoritu rodilých mluvčí v České republice a v anglicky mluvících zemích. Dále definuje pojem rodilý mluvčí anglického jazyka, věnuje se faktorům ovlivňujícím rozdíly mezi rodilými mluvčími a českými učiteli, zabývá se kvalifikací a pracovními příležitostmi rodilých mluvčích v České republice a nastiňuje problematiku kulturního šoku a překonávání kulturních rozdílů ve vyučování. V praktické části se pomocí rozhovorů s řediteli škol snaží zjistit jejich názor na danou problematiku a prostřednictvím dotazníku pro rodilé mluvčí se snaží zmapovat jejich postoje vůči českým žákům, míru kvalifikace, důvody pro příchod do České republiky, působnost na českých školách a spokojenost se současnou situací v České republice.

ABSTRACT

VĚTROVCOVÁ ,M. 2010. The Native Speaker English Teachers at Czech schools. České Budějovice. Diploma work. The University of South Bohemia. Pedagogical Faculty. The English Department. Supervisor Christopher Koy, M.A.

Key words: teacher, native speaker, Czech teacher, English language, qualification, director, primary school, secondary school, university, private language school, attitudes, questionnaire, interview

This diploma work deals with the situation of Native Speaker English teachers at Czech schools. The theoretical part focuses on the roles, autonomy and responsibilities of teachers and compares the authority of Native Speakers to the authority of Czech teachers. Further, it defines the term English Native speaker, follows the factors which influence the differences between Native Speakers and Czech teachers, deals with the qualification of and job openings for Native speakers in the Czech Republic, and outlines the problems of cultural shock and bridging of cultural differences in lessons. On the practical part, it tries to enquire the opinions of school directors about the existing problems. It intends to chart the attitudes of Native speakers towards Czech learners, the degree of qualification, reasons for coming to and leaving the Czech Republic, fields of action at Czech schools and the rate of satisfaction with the current situation in the Czech Republic.

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1 INTRODUCTION

Many people in the Czech Republic (CR) have started to learn English, as it is becoming an international language. The learners can be divided into many categories. We distinguish between children who learn English in nurseries up to adults or elderly people who decide to start learning the language in their older age. English teachers in the Czech Republic can generally be divided into two groups; Czech speakers and Native speaker teachers. Nowadays, many residents of English speaking countries move to the Czech Republic and become English teachers. Their reasoning for doing so seems simple. Many people live in the Czech Republic who want to be taught by native speakers (NSs), so they are in high demand. However, there are many questions about the pros and cons of a native speaking teacher. Is it better for learners to be taught by a Native speaker or by a Czech teacher? Is there a preference to use NSs for children or adults? Does the origin influence the qualities of a teacher? Are native speakers in the Czech Republic qualified enough for teaching or not? Does the Czech government support them? Why do they decide to come to a small country in the middle of Europe? Why do they leave it?

On account of these questions, I chose the topic “The Native Speakers English Teacher in the Czech Republic“. As a student and a teacher of English, I have already heard many discussions and read some articles about the qualities of Native speakers in the Czech Republic, about their disadvantages and advantages in comparison to Czech teachers. This diploma work deals with the native speaker teachers from different points of view.

The work is based on a survey of native speakers who currently teach or have ever taught in the Czech Republic. To obtain their opinion about and level of satisfaction with Czech schools, the educational system and their attitude towards their students, I decided to create a questionnaire which presents and illustrates different characteristics e.g. their age and nationality, the level of their qualification, the place of work as well as salary, etc.

The diploma work is divided into three parts. The first part deals with the theoretical background. It describes the roles and qualities of teachers in general, and what makes a successful teacher. It explains the autonomy, responsibility and authority

of teachers which may differ in the Czech Republic and English-speaking-countries, and considers factors which influence these differences. Further, it deals with the cultural shock that may be experienced by native speakers when they move to a different country. Last but not least, this part shows the attitude of Czech schools and Czech learners towards native speakers and compares the qualification of Czech teachers and native speaker teachers.

The second part is related to surveys. The first survey was conducted through interviews at Czech schools and presents the opinions and experience of directors on native speakers. The second one focuses on a questionnaire of native speakers themselves. The results present and compare their opinions towards the Czech educational system and Czech learners, and reflect their obstacles in teaching as well as the methods used for error correction of students. Most of the answers to the questions were depicted through pie charts for the sake of clarity.

The last part compares the theoretical expectations and results of both surveys and gives a conclusion on the situation of native speakers in the Czech Republic. It also presents the strengths and weaknesses of native speakers as teachers of English in the Czech Republic in comparison to Czech teachers.

Through this diploma work, I would like to gain the interest of English students, directors of schools, and others about native speaker teachers in the Czech Republic. I hope that this work will help to prevent prejudices against native speaker teachers, who are often criticized as being under-qualified to teach in the CR. Additionally, it could encourage Czech schools and Czech teachers to put an effort into changing the situation, as well as helping NSs to adapt to life and teaching in the Czech Republic. I hope this work will lead to changes in the educational system, such as the regulation of requirements for teacher qualifications at all types of schools, including private language schools. It is hoped that this work will give insight into the opinions of native speakers in regard to Czech learners, and that by reading the research part, Czech learners will develop a better understanding of how the NSs view them too. Finally, I hope to outline the current shortcomings at Czech schools and show how these shortcomings can be resolved for the benefit of both the Czech students and the native speaker teachers and for the benefit of Czech children and adults as well.

2 THEORETICAL PART

2.1 *The role and qualities of a teacher*

Every teacher, regardless of whether one is a NS or non-NS, performs different roles which lead to more or less successful teaching and learning. This chapter presents the most important roles and their recent changes. It deals with necessary qualities of teachers as well.

“The role of teachers in the field of language teaching has changed in the past one hundred years. Despite diverse methods and targets that were prioritized in different periods, the teacher has always been a relevant factor that has influenced learning foreign languages” (cf. Špatková, 2007: 33). In considering these different attitudes, the following general divergences can be referred to:

- a. the behaviour that the teachers are expected to fulfill (the teacher as a tutor, an advisor, and active participant and partner, assessor, facilitator, evaluator, etc.)
- b. the degree of control the teachers have over the lesson
- c. the degree to which the teacher is allowed to decide what is taught (connected to responsibilities)
- d. the cooperation between the teacher and learners and their interaction within the lesson (dispenser of knowledge, facilitator, the teacher as a co-learner, etc.)”

(cf. Richards and Rodgers, 2001: 28)

Although some of the factors mentioned above depend on school and state policy or on the approved methods of teaching and learning languages, the teacher’s personality and attitude is still the most important factor in language learning. There are multiple definitions, emphasising many different qualities, which can define a good teacher. Many authors have tried to generalise the essential characteristics of a successful language teacher. However, the right definition cannot be chosen or even identified.

Firstly, a good teacher must be energetic. He should motivate his students to be acquisitive. Having an enthusiastic teacher is more important than having a well qualified teacher.

Jana Jílková emphasizes that

“good unqualified teachers” often have the feeling they are not good enough; they are aware of not having formal qualifications, and so they try to get as many pieces of information as possible, in seminars, courses, and conferences, and they try them out in practice. On the other hand, some qualified teachers have the feeling that they already know enough and do not need further training. This gives rise to the danger that their teaching stagnates in some point and they will not develop further in quality.

(Jílková, 2004:135)

The above words confirm that a good teacher is a passionate teacher, one who is ready to develop his knowledge of language and pedagogical qualities, and who is willing to study the educational system of the country where he works. According to Spolsky:

...there are many ways to learn languages and to teach them, that some ways work with some students in some circumstances and work with others. This is why good language teachers are and always have been eclectic: they are open to new proposals, and flexible to the needs of their students and the changing goals...

(Spolsky, 1989:15)

Nowadays, the question of the teacher's education and qualifications is a frequently discussed subject. No doubt, a good language teacher should be well qualified. The only question that arises is a question of university pedagogical education. Even students of pedagogical faculties agree that the qualification of the teacher is inferior to the teacher's personality. An exploratory study in Ústí nad Labem researched the opinion of 138 university students and came to the following conclusion:

“What importance do you attach to teacher’s preliminary at universities? Can a pedagogical faculty form a “better” teacher or is this dependent on the teacher’s personality and his experience in teaching?”

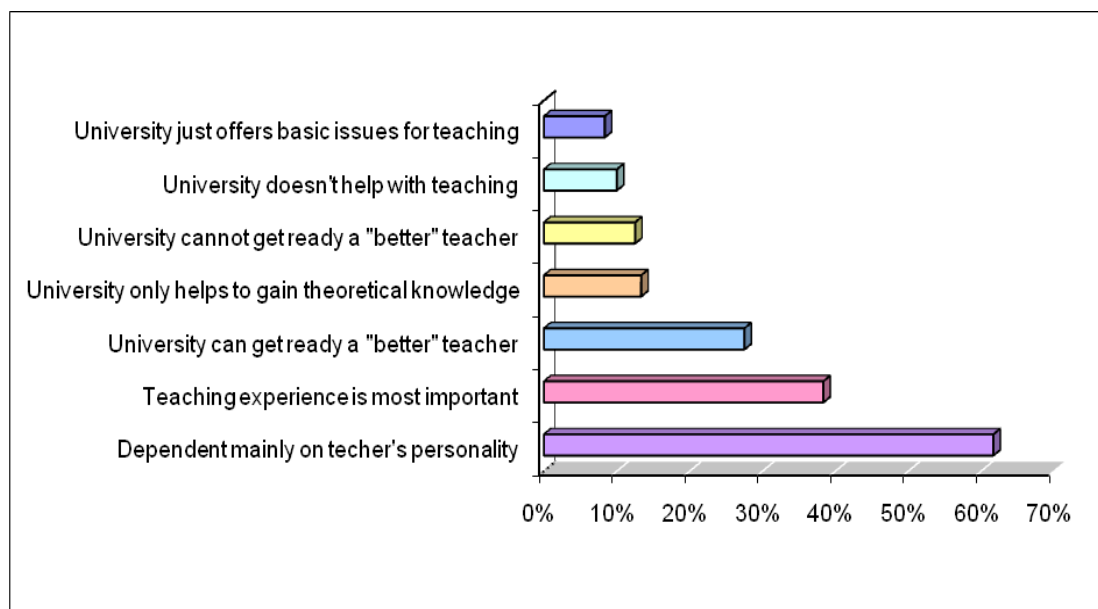


Fig. 1

(Adapted from Doulík and Škoda, 2006)

Although these conclusions should not be overgeneralized, they do show a certain attitude towards the teaching profession, mainly that Czech students find the teacher’s personality and experience to be the most important qualities of a teacher. Müllerová emphasises that:

We often meet with that, that those who study to be teachers have no idea, what a profession of a teacher includes and encompasses.

(author’s translation, Müllerová 2001:105)

One thing cannot be changed. To become an English teacher does not mean one simply has to study and master English. In spite of having all necessary qualifications, the role of the teacher is connected to his qualities as a human, one who is able to pass his or her knowledge on to the students. A comparison of many quotations and definitions led to the conclusion that a good language teacher must be also be interested in teaching. In order to be a successful teacher, he must show an interest in both his students and the English language. Only then can he effectively pass his knowledge on to his students. Of course, the teachers teach, but they do not just dispense information to learners. They are leaders who create opportunities and learning experiences for their

students. They should let the students show what they already know. They should facilitate students to bring new ideas to classes instead of acting as passive objects trying to absorb as much as possible from the teacher. Therefore, it is ideal for teachers to “infect” learners of English with their own passion, as shown in the film *Freedom Writers* (2006). In this film, a passionate young teacher full of ideals helps her minority students to view the cruel world in a new way. She opposes to other teachers who do not want to teach these students something, but rather just want to survive in a rough Californian school. She says. “You can’t teach them, you don’t even like them”. The other teacher reacts: “What does this have to do with teaching?” (*Freedom Writers*, 2006). In actuality, it is clear that attitude has a lot to do with teaching. When a teacher likes his or her students and enjoys teaching, it is reflected to the students, who can then be more easily influenced in a positive way.

When considering this attitude, the difference between NSs and non-NSs seems extinguishable. On the one hand, each teacher is individual and his or her effectiveness as an English teacher is dependent on his or her own personality. On the other hand, people are influenced by their origin and background, and that is why NSs and Czech teachers differ both in their methods of teaching, and their attitudes towards students.

2.2 Autonomy, responsibilities and authority of teachers

All countries are trying to improve their educational institutions. One aspect of this effort belongs to the teaching profession. Not only in Europe, but also in the USA, a lot of changes have occurred in the field of education. According to Desurmont, “teachers have become more involved in the educational system in the Czech Republic. They have had to accept functions in addition to teaching such as substitution for absent colleagues and helping with the planning of school curriculum, despite the fact that their activity is still regulated by national or central Czech level authorities” (Desurmont, 2008:9). All NSs who come to teach in the CR also have to cope with all of these contrasts in the field of responsibility and autonomy. This section contrasts the differences between the autonomy, responsibilities, and authority of NSs and Czech teachers.

Teamwork, as one aspect of autonomy, has also become an every-day part of teaching in language schools as well as primary schools, secondary schools and

universities. “Teachers cooperate in the field of the educational programmes they develop. This cooperation also occurs in the relationship between a teacher and a director. In some countries with a long tradition of curricular autonomy, such as the United Kingdom (UK), the trend of these changes is less visible and clear. In England and Wales, centralising measures were introduced by the Education reform Act 1988, which established compulsory minimum curricula for the first time. More detailed curriculum frameworks subsequently followed in England. This also meant greater pressure for teachers who valued these initiatives. That’s why measures to cope with this work pressure were introduced in the UK in 2003” (cf. Desurmont 2008:9).

In teamwork, working together with other teachers is expected. According to Eurydice:

In the CR and in the UK, teamwork is promoted through legislation or guidelines and is emphasised in official documents. In the CR, all official documents stress the importance of teamwork in the preparation of school educational programmes (school wide curriculum planning, cross- curricular planning), following recent changes in curricular documents. In addition, in the UK working with other subject areas and seeking main areas for collaborative activity are key principles. The following tables show promotion of teamwork included in the tasks of teachers, 2006/07 regarded in the CR and in the UK.

(Desurmont, 2008:43)

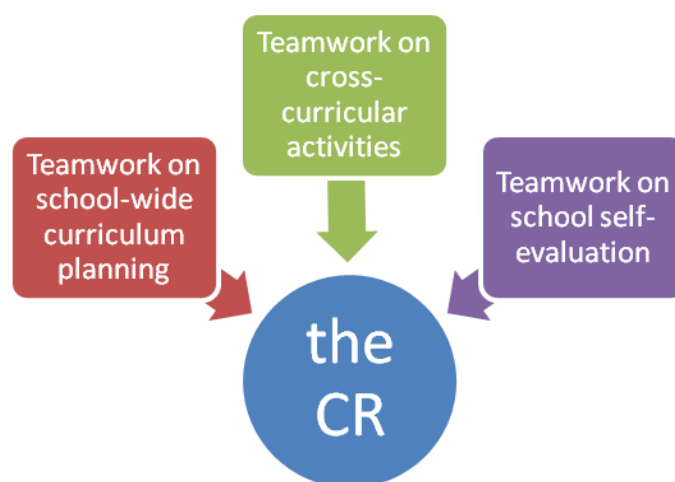


Fig. 2

(Adapted by Desurmont, 2008: 43)

When compared to the UK, teamwork activities of pupil assessment are not required in the CR. This implies that British NS teachers manage fewer activities when teaching in the CR than they are accustomed to. “School development is also not specified in the CR by legal documents in comparison to the UK” (cf. Desurmont, 2008: 43’)

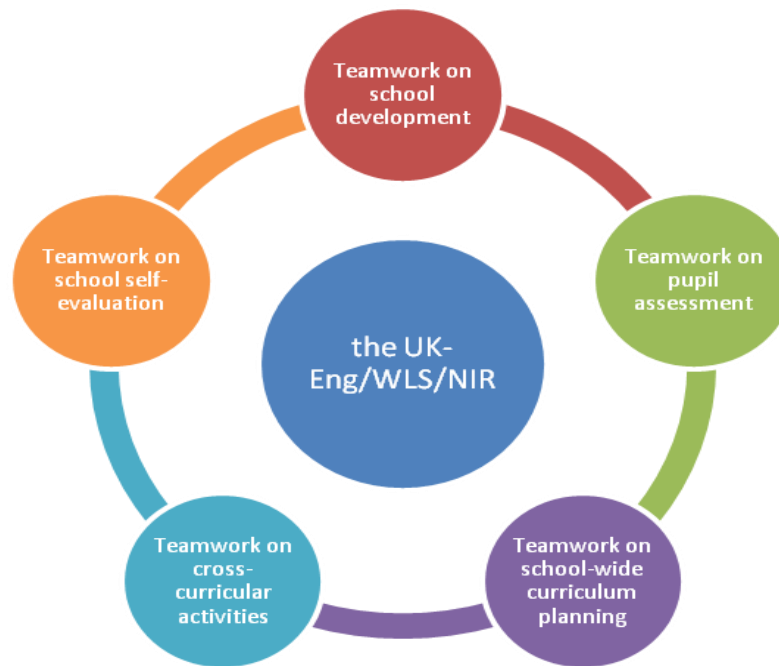


Fig. 3

(Adapted by Desurmont, 2008: 43)

Nowadays, the growing number of responsibilities puts a lot of pressure on teachers. In language teaching, responsible teachers provide all the essential steps and conditions, but the achievement of learning English depends mainly on learners. A teacher shows his students methods and ways to gain knowledge. Generally, regardless of whether a NS or non-NS, a teacher must show learners that their presence in the process of learning is inevitable, that they must actively try to absorb and learn the information. In other words, the teacher’s success depends on the teacher’s ability to persuade and teach responsibility to the students. By no means does this mean that teachers can substitute the role of parents. Rather, they can be regarded as facilitators who encourage the process of learning.

Presently, people who decide to teach English are confronted with many changes in the field of attitude towards their learners. In today’s world, many teachers believe

that they are autonomous and should be able to decide which methods of teaching they prefer to implement.

However, the situation in the CR has not adjusted to this modern method completely. Every country has its own rules and laws. When a NS comes to teach in the CR, he has to adjust to the local system and pedagogy, especially at state schools. This can cause many problems for NSs who are accustomed to different conditions, different methods of teaching and a different attitude of pupils towards them.

Ideally, a teacher should find the most appropriate attitude towards his or her students. Nevertheless, the attitude of NSs towards learners is eliminated by rules and regulations which are required at Czech schools. In recent years the relationship between teachers and students has improved in the CR, but in comparison e.g. to the USA, the attitude towards pupils is still stricter and more authoritative. The question arises how a NS will adjust to the fact that Czech students are still used to seeing and considering their teacher almost as an authority whose knowledge may not be questioned, who is an unfathomable well of knowledge.

Valdes claims that:

“Adjusting” a person to a culture has a connotation of chauvinism, implying that the newcomer should abandon the culture of origin in favour of embracing the values and customs of the host society. On the other hand, learning a second culture has no such ethnocentric overtones. There are many examples in life when it becomes necessary to learn and practice even if one does not approve of it.

(Valdes, 1986: x)

Certainly, when a NS wants to hold down his position, he has no option but to assimilate to this. Obviously, it has to be difficult to cope with the Czech authoritarian pedagogy. There is a tendency to shift it nowadays, but Czech (especially elderly) teachers still sometimes teach in this old way.

One situation which can be surprising for a NS is entering the class at a Czech state school. When the teacher enters the room, all of the students stand up. In the past they also usually said something like: “Good Morning, teacher.” In the USA this would never happen. In comparison to schools in the USA, the behavior of students in the CR is generally more polite. “I’m not just gonna give you my respect because you’re called

a teacher” says one character in the film *Freedom Writers*; which is based on a true story (*Freedom Writers*, 2006). This film represents the situation in an American school in California, an ethnically diverse school with students of many different origins, (African-American, Cambodian, Latino, Vietnamese etc.). Czech students would never say something like this.

The anti-authoritarian pedagogy in the USA is apparent in the assessment methods as well. According to Christopher Koy, “teachers are not allowed to examine students orally when there are not more than 2 other teachers to assess because one student could get a hard question and another may have it easier. Therefore, the way teachers examine in the CR is not possible under the American system of examining or testing, where tests administered by one teacher are always written. American NSs have to cope with this when they teach in the CR: they are forced to adapt to rules they are unaccustomed to and which seem subjective rather than objective. In the CR, teachers examine students orally almost every day at primary and secondary schools and students at universities are usually quizzed only by one teacher.” (Interview with Christopher Koy, February, 2010)

The teaching profession is a complex process. Therefore, a list of the responsibilities of teachers cannot be easily concluded. Nowadays, teachers are confronted with a new challenge. They have to modify their lesson to their learner’s needs. A contemporary teacher must fit his own ideas to the abilities and skills of his students. He must be able to teach individuals and classes, and he also has to choose the appropriate method for each class according to the curriculum developed for English lessons. English is a subject which allows teachers to work with modern ideas and current English. The teacher should allow students to choose topics they are interested in and include them in the lessons.

When speaking about national customs, laws and rules in the educational system and pedagogy, the question arises whether a NS, who comes to teach in the CR, deals with this better than a non-NS, who was educated in the system of the CR and is accustomed to it. In other words, the NS was born in a different country and was brought up in a different way than a Czech teacher. American pupils are typically used to more independent teachers and students than Czechs. On account of that, NSs seem more informal, and thus some learners consider their NS teachers to be their friends.

This can be regarded as advantage for some people. However, as written above, Czechs prefer to be taught authoritatively rather than non-authoritatively. This is especially true for pupils of the older generation raised in the time of communism, who were used to sitting at their school desks with their hands clipped behind the chair. In the past, physical punishment was not an exception in the CR. Despite the fact that this is no longer the case, it appears that these past experiences have some lingering influence on Czech education and the attitude of pupils. For this reason, Czech students today are still surprised by the more learner-oriented methods used by NSs, and by the process of the lesson itself.

Usually, students claim that a NS is not as formal or as strict as a Czech teacher. This is caused by the fact that e.g. in the USA, pupils are educated in a more liberal way and they are not accustomed to such high authority as Czechs. The question of which attitude is better could be a good question for discussion. *Should the teacher educate their students authoritatively or not?* In the CR, many non-native teachers teach in line with the traditional methods and attitudes. They still present themselves not only as qualified people who have the right to make decisions about the content of language teaching, but also use an air of superiority with their students. Certainly, pupils should not have the feeling that their teachers are their friends. Rather, they should be aware that teachers are well-educated and can help students to gain knowledge. They have to be prepared for being marked and assessed by their teachers. On the other hand, teachers should try to be as objective and realistic as they can. As Scott emphasises:

Respect your pupils and be realistic about what they can manage at an individual level, then your expectations will be realistic too. As a teacher you have to appear to like all your pupils equally.

(Scott, 2004: 9)

“In addition to keeping accurate records of learner’s attendance and progress, teachers fulfil other tasks that they are assigned, such as evaluations” (cf. Desurmont: 43). The question of evaluation is one of the most controversial elements of teacher responsibilities. An evaluation does not simply mean the evaluation of each lesson. It also provides the opinions and satisfaction of the pupils with the teacher. At primary and secondary schools in the CR, pupils usually do not evaluate the teacher. However, this method is commonly applied at private language schools in order to ensure that

students are satisfied with their teacher. In comparison to the English-speaking-countries, evaluations are considered a rather new responsibility in the CR. Therefore, NSs can contribute by advising Czech teachers on how to evaluate effectively.

In conclusion, independent of nationality, “the responsibility lies on every teacher to look at himself or herself in the mirror and take notice of the image reflected back.”(cf. Jílková, 2004:180). Moreover, on top of that, evaluations made by students and teachers are necessary for the improvement of education not only in the CR, but in the entire world. The evaluation made by students conduces to the effectiveness of teachers. In comparison to Czech teachers, NSs who used to teach in their mother country are usually accustomed to being criticised and praised by pupils. Adding to the notes included in this thesis, a good teacher should be able to cope with his or her students comments towards his or her teaching. Furthermore, this gives the teacher an opportunity to develop further in teaching, and to adapt his or her methods of teaching to learner’s needs.

According to the statements above about Czech students who still feel fairly subordinate to teachers, a NS from the USA could generally feel more comfortable in the Czech class than in his home country, since Czech students appear to be more obedient in general. NSs can show Czech pupils a more liberal way of teaching and a more student-centred attitude. It will take many years to change the current situation. Czechs adapt to new circumstances slowly. When we want to change the educational system, we have to change the relationship between a teacher and a student. Nevertheless, in comparison to the past, the Czech education in general seems to be getting on the right track.

2.3 Definition of an English native speaker

Chomsky defines a native speaker as an” ideal speaker-listener” (Chomsky, 1965:3). At this point, we view this as a linguistic term. Generally, a NS is a person who has mastered a language as a mother tongue. This means that he or she was born in an English-speaking-country, and has spoken English since his or her childhood. However, when defining a “mother tongue” speaker, we often do not consider the multitude of dialects and varieties that exist. For example, two people who are both from the USA, but from different regions, could have such different dialects that they are unable to

communicate with each other on the same level as if they spoke with a person from the same area. Further, a person who acquired English as a child and then moves from a native speaking country can also be considered a native speaker. Definitions seem unassailable. Since English has become an international language, it has become increasingly difficult to define who qualifies as a native speaker of English.

Last but not least, we may consider people who were born in the CR but have one parent who is a NS of English. In this case we are speaking of bilingual NSs, as they have mastered both languages at the native level.

2.4 Factors influencing the differences between English NSs and non-NSs

The teacher's performance and ability depends largely on their personality. We must admit that this personality is influenced by the location in which they were brought up. Generally, Czech teachers differ from American or British teachers. This is caused by their origin as well. This section considers the factors which influence these differences. It presents the comparison of the English and Czech languages, namely their origin and history. It is considerably important that teachers who come to teach in the CR understand the Czech customs, school system, and its inhabitants. If they are familiar with the aforementioned, they can adapt easily. This section helps to avoid misunderstandings that can be caused by inadequate awareness of the fields mentioned. Besides, the verbal responses of Czech and English NS differ as well. Jana Vokurková surveyed Czech and English verbal responses through 12 model situations in Brown-Levinson's politeness strategies (face-management theory). According to the research:

The reasons that led to unintended impoliteness in non-native speakers included deficient pragmatic knowledge or generally poor English as well as different expectations about and evaluations of the given situations in English and Czech contexts. Such discrepancies are motivated by different cultural values and their hierarchies.

(Vokurková, 2009: 104)

Further, another factor which influences the differences between NS and non-NSs teachers is the significant difference in the formation and structure of the Czech and English languages. Though we can actually find many similarities, these cannot be considered the cause of difficulties when learning or teaching English. Specific

vocabulary and grammatical structures that are non-existent in Czech are very difficult for Czech students to learn. However, a NS also has difficulties with understanding sentences that a Czech learner translates word for word from Czech into English. Many learners have problems with Language one (L1; mother tongue) interference, when they try to form English sentences using a literal translation of their native language structure and grammar. For a NS teacher, this translation method may be very difficult to understand, as the mistakes do not seem logical. A Czech teacher, on the other hand, will understand what the student is saying, as he is also familiar with the Czech grammar and will thus understand the L1 interference.

Sometimes, these attempts to directly translate the language may appear to be funny or even embarrassing for a NS. Many people attempt to find the most effective way to master English as quickly as possible. For a NS, it can be advantageous to have some understanding of the Czech language. Although the NS usually teaches conversation lessons at Czech schools, grammar is a necessary part of the English language and NS teachers should explain most questions the Czech students might ask them. In order to do this, it is helpful to learn and understand the core differences in grammar, culture etc. In comparison to Czech teachers, NS typically cannot answer some of the students' questions as well because they are NSs and are therefore less familiar with the rules. On the other hand, Czech teachers have learned English as a foreign language and they have had to learn the rules. That is why they can explain grammar better. Still, they have not mastered the language as a mother tongue. Therefore, they will likely have many questions. *Who do they ask to be sure with the answer?* They often ask NSs when they have the option. Longman emphasizes:

The question of status is more difficult to answer, as it will be different in different countries. Some teachers do have 'native-like' command of English, but this is not the most important point. If teachers insist that a native speaker is the best model for a teacher, then most teachers are immediately putting themselves in an inferior position as second-class speakers of the language.

(Longman, 1996: 68)

At Czech schools, NSs usually teach intermediate to advanced level students. Although these students have usually mastered the basic grammar, English becomes

more difficult at this point. These students find out that there are many exceptions to the basic rules and they are sometimes confused about it. Because of this, it could be helpful to explain grammar and other difficult topics; such as idioms; in a way that makes sense to the student. This is one reason why NSs need to be qualified. Surely, they cannot explain all of the grammar rules because they have acquired English naturally, as a mother tongue.

“The English and Czech languages both come from the same origin, namely the Proto-Indo-European language. Around 3000-4000 B.C., they both had the same features: three genders, three numbers (singular, plural, dual), moods and voices, eight noun cases and three tenses (present, perfect, aorist) However, their further development was different. Czech belongs to the Slavic languages and to the synthetic language group whereas English is a Germanic language, which belongs to analytic languages”.

(cf. Kostelníčková, 2009: 7)

This difference in the development of English and Czech can lead to difficulties in learning and teaching English. A mistake can also be defined as an inclination from a standard, which in our case is Standard English. Longman emphasises that

One cause of mistakes in speaking a foreign language is the influence of the speaker's first language. We can usually hear this, for example, in the pronunciation of the language. That is why we say that we can tell where someone comes from by their accent...We can also notice the influence of the first language in the vocabulary and grammar of learners. Sometimes this is deliberate, sometimes not.

(Longman, 1996: 7)

Edge mentions an example of a German speaker, which can easily be adapted to a Czech learner:

When people don't know how to say something in a foreign language, one possibility is to use words and structures from their own language and try to make them fit into the foreign language. A German speaker with a cigarette and no lighter might ask,

Have you fire?

(Longman, 1996:7)

The aim of a NS teacher is to withdraw such errors, which can be embarrassing when used in an English-speaking-country. One of the main aims of students learning

English is to improve their communication skills. Thus, the aim of teaching should be to attempt to show students how to make themselves understood in English.

2.5 Culture shock; Bridging the cultural differences in teaching English

Culture shock is said to be a common experience for people who come to live in a different culture. Though the Czech, British and American cultures differ greatly, modern instruments help to improve this situation. By virtue of the Internet, television etc., people have the chance to learn about and recognize the culture in which they are going to live. On the other hand, culture is usually over-generalized and as in tabloids, what is written is not always true. However, the culture shock experienced by NSs who come to the CR is much less challenging and dramatic than that experienced by people who move to extremely different cultures like that in Asia. “All people experience this shock in different ways, from mild feelings of anxiety, unhappiness, and sadness to deep panic and internal crisis or physical illness. When a NS who comes to the CR feels misunderstood, he can become angry or desperate “(cf. Valdes, 1987:34).

Edward Hall describes a hypothetical example of an American living abroad for the first time:

At first, things in the cities look pretty much alike. There are taxis, hotels with hot and cold running water, theatres, neon lights, even tall buildings with elevators and a few people who can speak English. But pretty soon the American discovers that underneath the familiar exterior there are vast differences. When someone says “yes” it often doesn’t mean yes at all, and when people smile it doesn’t always mean they are pleased. When the American visitor makes a helpful gesture he may be rebuffed; when he tries to be friendly nothing happens. People tell him that they will do things and they don’t. The longer he stays, the more enigmatic the new country looks.

(Valdes, 1987:35)

Culture shock often ensues from previous badly perceived signs and symbols. Generally, we may admit that it is influenced by prejudice against nationalities which are still nowadays presented in student books and literature. The next reason is subjectivity. Even if a book existed which would describe the CR and its inhabitants as objective as possible, every NS would identify with these statements on his or her own and according to the comparison of his or her own culture.

(Adapted by Adler, 1972:8)

In addition, a NS should learn Czech culture to be able to “teach” the learners his or her culture. Furthermore, a question, “*How to learn culture*” arises. Usually this is answered with a seemingly simple word: COMPARISON. We must admit that comparing cultures is a quite difficult task for a NS who might not know the Czech culture well:

We cannot hope to compare two cultures unless we have more accurate understanding of each of the cultures being compared. We must be able to eliminate things we claim to do but actually don’t do. We must be able to describe the things we do without being conscious of doing them, and we must make sure we are able to describe practices accurately, not haphazardly or ideally. And we must be able to describe situations in which we do what we do.

(Valdes, 1987:53)

Firstly, the definition of the term culture is necessary. Gail Robinson (1985), an American researcher in the area of cross-cultural education, reports that “when teachers are asked, “What does culture mean to you?”, the most common responses fall into three related categories: products, ideas and behaviours” (Tomalin, Stempleski, 1993: 7).

The diagram Figure 4.below shows different elements of culture, which not only a NS teacher must consider.

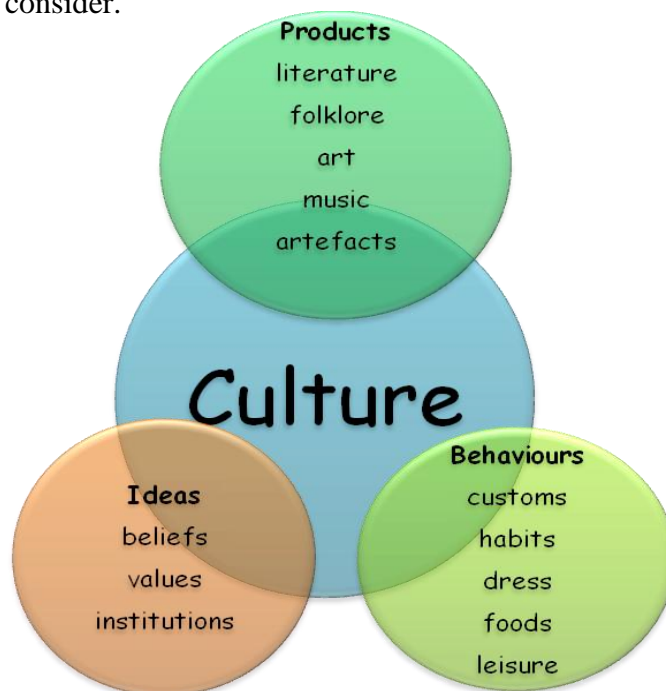


Fig. 4

(Tomalin, Stempleski, 1993: 7)

In conclusion, in order to bridge the cultural gap, it is necessary for a NS to become familiar with certain elements of the Czech culture. It could be helpful for the teacher to familiarize students with the differences through real life scenarios, newspaper articles, TV shows, etc. No doubt, it is learning and teaching at the same time. It is nearly impossible for a NS to live and teach in the CR and not be influenced by the culture, traditions, and experiences.

NSs know the country they were born in better than any other non-NSs. They can refer to prejudices Czech people tend to have towards their country and its inhabitants. Furthermore, through their personality, they can show learners that it is not possible to judge the country and people according to general preconceptions. Although there is a tendency to shift and downplay it, the intervention of culture still affects teachers.

To teach culture, a NS can choose among many activities sources and methods such as brainstorming, culture match, headlines and news, souvenirs, literature, discussions, videos, analysis, stereotypes, role-playing etc. The methods used by NS in the CR to teach culture are shown in results of the research part.

2.6 Comparison of the Current Situation of the Foreign NS Lectures and non-NS teachers at Czech Schools

This chapter compares the current situation of NSs and Czech lecturers. How many times have you heard that *having a NS teacher is better than having a Czech teacher...or that NSs are too expensive to hire...or that NS are only people with a rucksack without qualification?*

The following chart shows the number of English teachers in the CR; including NS and Czech lecturers; presented by IIE (Institute for Information on Education). It represents figures valid up to 30.9.2008:

	Primary schools	Secondary schools	Colleges
Teachers of English	8952	2978	233

Fig. 5

(Adapted by IIE database)

However, no exact evidence can be found that presents the exact number of NS teachers at schools. On account of data provided by CSI, we can estimate the number of NSs who taught at Czech schools observed in 2007/2008 in accordance with the following chart:

	Primary schools	Secondary schools
Native speakers	0	238

Fig. 6

At Primary schools, the number of NS teachers is insignificant. There are at least two reasons for this. Firstly, a NS can choose between a lower salary at primary schools and a higher salary at private language schools. *Who would prefer to teach for less money?* Secondly, the level of the students generally reaches the level A2 of the Common European Framework of Reference for Languages (CEFR) during primary school. For this level, NS teachers are claimed to be ineligible. These two reasons decrease the likelihood of seeing NS teachers at primary schools, although it would certainly better-prepare and expose Czech pupils to authentic language.

Despite the fact that a Czech teacher can try to simulate real situations, being taught by a NS is viewed as preferable, especially for listening skills. While Czech teachers solve this by using listening exercises using CDs, DVDs, and TV shows, radio programs, etc., these means are not as interactive as a live NS teacher. Another advantage of NSs in lessons is that pupils feel they must use English if they want to communicate, so it simulates moving to an English-speaking-country, where there definitely would not be a Czech teacher saying: *“O.K. Let’s explain this in Czech.”* Nevertheless, the only possibility for Czech parents to have a NS for their children is to pay for individual lessons or to send their child into a private primary school since the data shows few NSs in primary schools. Nowadays, some nurseries have been established as well where children are taught by NSs. However these are only private nursery schools and many parents cannot afford to pay the school fee.

Conditions for NSs at secondary schools may initially appear to be much better. Nevertheless, the number of NSs teaching at secondary schools does not differ much from figures at primary school. Only 6 percent more NSs teach at secondary schools than at primary schools nowadays, as the number at public schools increased to 2 percent (cf. CSI, 2008: 10). When teaching at secondary schools, it is usually expected

that all teachers be university-qualified teacher. Though many NSs have studied at the university level, not many of them have the necessary pedagogical education. In other words, they have a degree, but not in English teaching. In addition, the situation is the same with Czech teachers of English, so that there is a shortage of qualified Czech teachers of English as well.

2.6.1 Comparison of qualification of NS and non-NS teachers

This chapter provides information about the qualification of English teachers at Czech schools. The first part deals with public schools, where the number of qualified English teachers is only 45 percent, including both the vast majority of teachers who are Czech and the few who are NSs. The following parts will aid in the comparison of the research part, where the aim was, amongst other things, to determine the percentage of qualified NSs at Czech schools.

2.6.1.1 Public schools

“Foreign native teachers at Czech schools unqualified.” (CTK, 2010) stated an article using this for a headline. This article cited the Czech School Inspection (CSI) stating that NSs teaching foreign languages had almost disappeared from schools compared to the 1990s. Furthermore, the report states:

At elementary schools, a quarter of English language teachers do not have qualification they need to teach. At secondary schools it is one-third and in addition, 17 percent of them do not even have university education.

(CTK, 2010)

As expected, the CSI pointed out that “the situation is the best at grammar schools, where 96 percent of all English language teachers have the necessary education. More positive information is that most English language teachers have taken part in furthering education. Also, many unqualified teachers have gained an international certificate in English. CSI discovered that in 2007/2008, only 23 percent of English language teachers at primary schools had a university education which specialised in English teaching. In this period no NS taught at observed primary schools” (cf. CSI 2008: 11).

“The percentage of English language teachers with a university education in English teaching was 30 percent at observed secondary schools in the CR in 2007/2008. The rate of English NSs at secondary schools was really low in 2005/2006. They

participated in teaching at a rate of only 3 percent. By virtue of better conditions for acceptance of NS, this figure increased in 2007/2008 to 8 percent” (cf. CSI 2008: 10)

According to the inspection of CSI at Czech schools, the situation of NSs seems to be improving. It is believed that further proceeding in the field of NS will lead to an increase in their amount.

For comparison, IIE undertook “Rychlá šetření “(translation of author: “Quick Enquiries”) in 2/2004. The following scheme shows the distribution of English language teachers’ education without reference to the type of school:

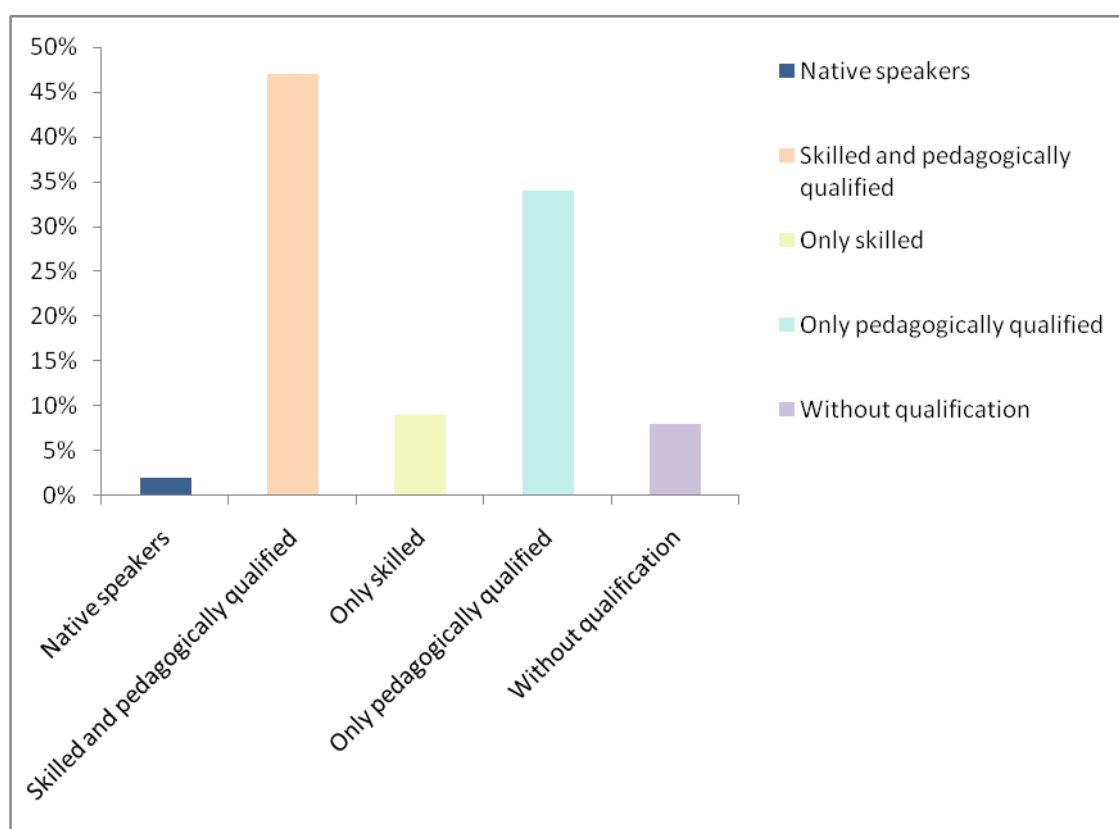


Fig. 7

The figure does not distinguish between skilled and pedagogically qualified NSs. Being “skilled” is irrelevant for NSs, since they are obviously skilled in English. Further, it does not provide the number of unqualified NSs either. Obviously when considering Czech teachers, there are more teachers who have a pedagogical qualification only, which means that they are not specialized in teaching English (see the blue line above). In other words, they can have a teaching qualification in a different subject, and may not speak or understand English well at all. In the worst cases, they might teach incorrect English. Especially at primary schools, mainly in the first grade,

there is a lack of qualified English teachers (certainly because of the salary conditions). Therefore, teachers of the Czech language or other subjects are asked to provide English lessons, as the school has no other options. They simply have to find anyone who can speak at least a basic level of English, and who is able to teach. If the skilled and pedagogically qualified teachers of English were offered a better salary, their number would definitely increase. In addition, NS teacher numbers would increase if there were an increase of salary as well. Czech children would be taught by people who could teach them correctly, and not by people who often have no real knowledge of English.

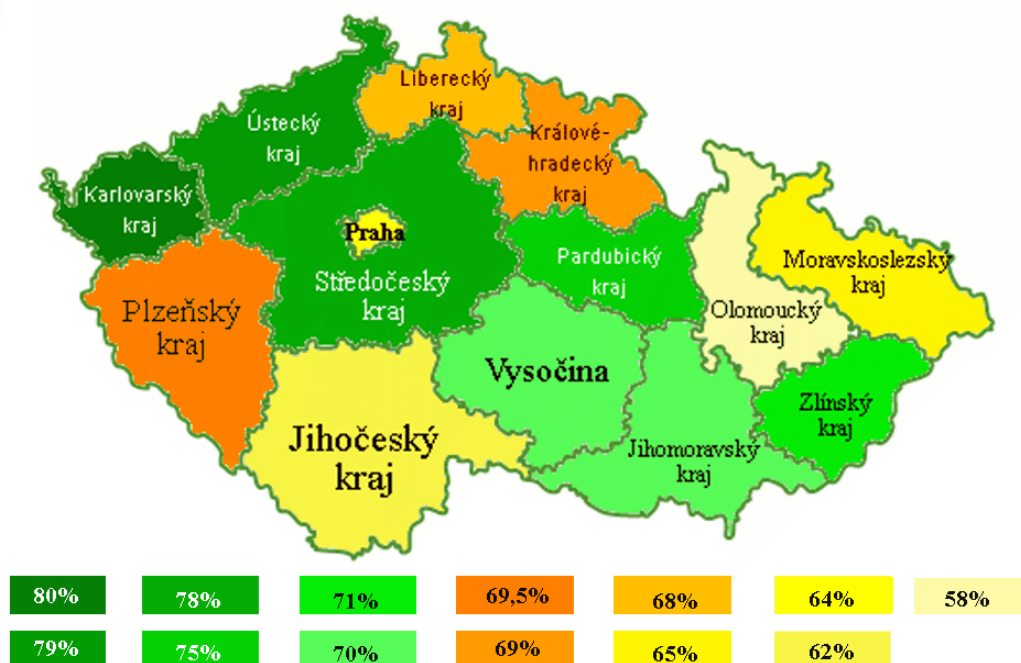


Fig. 8

(Adapted by IIE database, 2004: A1.2.3)

The map presents the places with the lowest and highest rate of qualified teachers at primary schools in the different districts of the CR in 2004, as there was no newer data available. Obviously, the districts Karlovarský, Ústecký and Centred Bohemia have the highest rate of unqualified English teachers. Christopher Koy pointed out that, “most English majors graduating from the Pedagogical Faculty from the University of South Bohemia or at the University of West Bohemia [where he used to teach] do not teach English in public schools for more than two years after graduation, but teach either in private language schools or leave teaching for jobs in companies.” Some of them might like teaching, but choose to leave if they find a higher paying job

because they have to pay for life expenses such as bills, and buying a house or renting a flat. . Thus, many graduates do not teach simply because they cannot afford to, even though they might be qualified.

Directors of public schools should not employ English teachers without qualification, but they do so when they do not have any other choice. When considering the low salaries in public schools, especially in primary schools in surrounding cities, it is not surprising that people who have just graduated decide to teach in the private sector. Some might also choose a completely unrelated job such as working for an insurance company. They may earn e.g. 35.000 crowns a month in comparison to the approximately 14.000 crowns they would earn as public teachers when starting their teaching career. (See Chapter 2.6.2. Job openings for Native Speakers; salary and other compensations)

Further, when considering universities, it is necessary to differ between skilled and pedagogical education. Generally at universities in the CR, e.g. in the English Department at University of South Bohemia, two groups of NSs exist. We can distinguish between NS teachers who are lecturers (sometimes “only” with TEFL courses) and academic workers who have specialized in their subjects. Lecturers predominately teach so called “Language courses” and they are certainly the best at teaching students the English Language. In this case they do not need to have a pedagogical education at all. For example, Christopher Koy is specialized in American literature. However, in the summer semester he teaches mostly practical language (80% of his teaching load) rather than literature, simply because there are not enough NSs at university who teach practical language. Therefore, he provides practical language courses. When we compare it to a Czech teacher who shares his office, Mgr. Linda Kocmichová, who is specialized in literature, the Czech teacher’s schedule is full of lessons in literature and reálie, but not in practical language.” The NS must adjust on account of the needs of students. As the university is pedagogical, students should have already mastered English at an upper level, but they still need many practical language courses.

Additionally, the question should also be raised as to which is better for teaching children at primary schools, an unqualified Czech teacher or an unqualified NS? As written above, the number of unqualified Czech teachers is really high. Therefore, when

comparing, unqualified NS teachers are definitely more effective for children at primary schools than unqualified Czech teachers. They simply know the language better.

2.6.1.2 Private schools

The private sector differs from public schools; e.g. the salary is higher and the aim directors want to fulfill is a satisfied customer. Therefore, the number of NSs who teach in private schools; as well as the number of Czech teachers; is generally higher than the rate at public schools.

We must point out that the insufficient qualification of English teachers in comparison e.g. to German language can be caused by a considerably greater demand for English lessons in private language schools as well. This demand has also led to cases where an unqualified NS as well as an unqualified Czech teacher teach English. To criticize the private schools, they often claim that courses are taught by qualified teachers but that is often not true. At best, they have the so-called TEFL certificate.

In England, and even in the CR, there are many opportunities for NSs to take part in courses such as TEFL (Teaching English as a Foreign Language) in order to be certificated for teaching. However, this course lasts 4 weeks. *Is it possible for NSs to learn teaching English in 4 weeks?* Czech students study 5 years to get their Masters degree. In comparison to a 4- week TEFL course it seems ridiculous. Certainly, Czechs have to study English itself at the same time but they also have to pass many exams in subjects such as methodology and pedagogy. 4 weeks of TEFL might not be enough for some people to genuinely learn how to teach. The Language House, a member of the International Association of Teachers of English as a Foreign Language, describes a TEFL course like this:

The international TEFL course offered at The Language House will give you the training as well as the qualifications you need to enter into the world of English language teaching. The TEFL certificate (Teaching English as a Foreign Language) has become a necessary qualification for all teachers who wish to teach English as a foreign language. Whether you are a first-time teacher or an experienced teacher in other subjects, the TEFL certificate will provide you with the necessary skills to manage a productive classroom. The course will teach you the most current knowledge on EFL teaching, give you many hours of teaching practice, and assist you in finding a job in Prague or the rest of the world. For those wishing to pursue a long-

term career in the EFL field, the course serves as an excellent foundation for a Master's degree in TESOL and applied linguistics, as well as careers in teacher training and school management.

(The Language House)

A TEFL certificate is usually one of the qualifications necessary to be employed at a language school as a teacher. In addition, it sounds good to Czech people when a NS announces that he passed a TEFL course and has a TEFL certificate. However, this raises the question: "Is a TEFL course a sufficient qualification for teaching?" Not many directors would employ a NS without any certificates. When a private school aiming for profit advertises that students will be taught by a NS with a TEFL certificate, it sounds trustworthy and will likely receive an increase in the number of registrations. Therefore it seems that for a NS who is looking for a job in the CR, a TEFL course offers the best and quickest way in which to become employed and get new students. This is accepted for private lessons as well. Of course it gives teacher qualification for teaching, but it does not entitle a NS to teach at public schools in the CR. This is another reason why the number of NS teachers at primary and secondary schools is so low.

A TEFL course should be only the first step for further education such as an M.A., considering that Czechs who study to become English teachers take part in teaching at Primary or Secondary schools as a part of training. We must admit that the real teaching experience in and of itself is the best way to learn new styles of teaching. Experience is the best teacher.

Further, the question of qualification is difficult to manage. You can have many degrees in front of and behind your name which may help you to get a well-paid job or more students, but it does not mean that you can be regarded as a good teacher, as a person who is actually able to teach and explain effectively to students. Certainly, people who have a M.A. or other degree have reached a high level of education, but as shown in this thesis, the quality of a lesson depends mainly on the teacher's personality and experience. E.g. when a teacher is too shy or when he does not like students and teaching, he cannot do well in a lesson.

In comparison, a NS person with a TEFL course can be regarded as a more successful teacher than a M.A. NS in the case that he has better assumptions for teaching. For private schools, this is their number one preference. The more satisfied the

student, the more lessons the schools provides and the more the private schools earn, which of course is their bottom line.

To summarise, by all means, the connection of good qualification and good qualities make the best teachers. We live in a modern world which constantly changes and progresses. Certainly when you want to teach responsibly and show your students something new, you have to take part in further training and seminars. This not only increases your knowledge, but it also insures that you will not become stagnant. There is a saying: “To teach is to learn twice“. However, if you continually try to acquire new knowledge you will certainly not become bored in your job as a teacher. Furthermore, your lessons will correspond to it and you will be favoured and successful.

2.6.2 Job openings for Native Speakers; salary and other compensations

In the current days of the financial crisis, which is apparent in the whole world and influences all sectors, including education, we can estimate an inflow of NS into the CR. On account of problems in the financial sector, English people have come to the Czech Republic to teach. The situation in England is getting worse and some of its inhabitants are looking for other places to live. Although the salary of Czech teachers at Czech schools stagnates, Englishmen and Englishwoman have the opportunity to earn more. Private schools and Language schools in the CR offer larger compensation in comparison to public schools, especially basic schools, where seeing a NSs teacher is very rare indeed.

2.6.2.1 Public schools

According to IIE (Institute for Information on Education), in the CR “the salary of teachers generally increases with experience. Therefore, teachers get a higher salary the longer they teach. The salary at the end of a teacher’s career can be up to 56 percent higher than the salary of a new teacher.” (cf. Šťastnová, 2009:36). On average, the CR has the second lowest teacher salary in public schools in the whole EU. NSs also tend to earn a low salary. Because many of them do not stay in the CR for a longer time, their salary typically corresponds to the lower levels in the pay scale, and so many qualified NSs move to a neighboring EU country such as Germany or Austria.

The following figure compares the salary of English teachers, including Czech teachers, and the low number of NSs in the CR, Austria and Germany. These countries

were chosen as they boarder the CR and NSs can easily move there or arrange to teach there if they live near the borders.

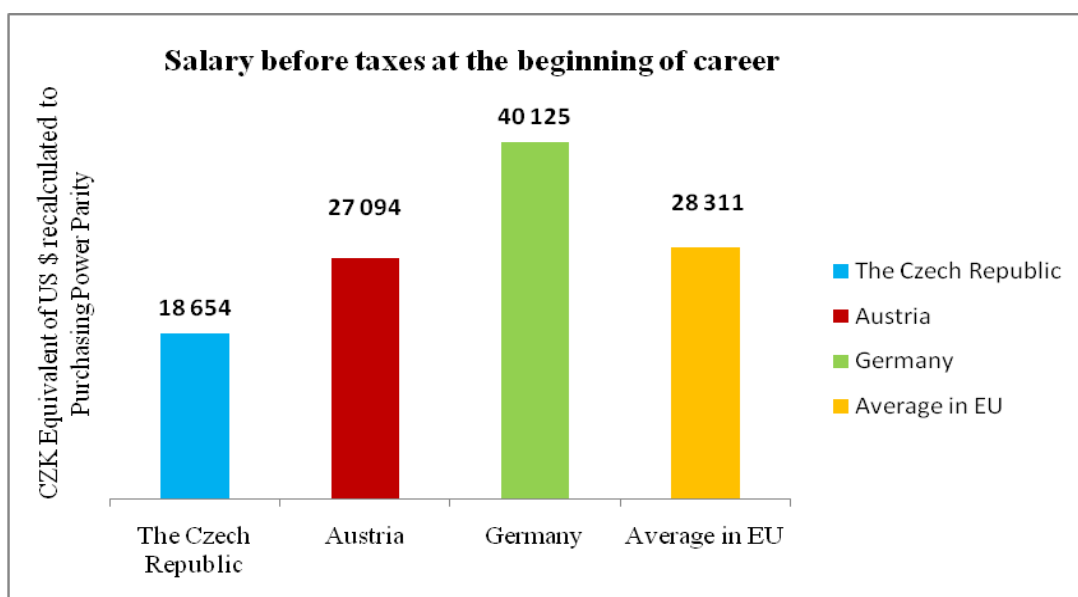


Fig. 9

(Adapted by Šťastnová, 2009: 36)

Obviously, the salary in Germany and Austria is much higher than the salary for teachers at primary schools in the CR, and the salary is much lower than the average salary in EU. This can be considered the most important reason as to why Czech teachers, as well as NSs, prefer to teach in other countries or in the private sector.

2.6.2.2 *Private schools*

Private schools and language schools employ NSs to promote their school. All directors try to do the best to earn money. Comparing different language schools where NSs are employed, advertisement of many schools seem the same and encourage Czech learners to come and learn with a NS. Having a NS at a school obviously helps to increase its standing in today's world of competition.

Od určité pokročilosti je již vhodná výuka angličtiny s rodilým mluvčím. Rodilý mluvčí přináší do výuky autenticitu a s ohledem na to, že vyučovaný jazyk je jeho mateřským jazykem, také jiný přístup. Mnoho studentů rodilé mluvčí preferuje již od nižší pokročilosti, jiní zase dávají do poslední chvíle přednost českým lektorům. Máme lektory z USA a Velké Británie. Často také připravují posluchače na pobyt a nebo práci v cizině. U nás nabízíme také kombinaci rodilý mluvčí + český lektor. Český lektor je schopen látku vysvětlit a rodilý mluvčí pak více procvičit.

(Translation of the author: The education in English with a native speaker is in certain level suitable. A native speaker brings authenticity into the education and with regard to the fact, that the taught language is his mother tongue, also different policy. Many students prefer native speakers already at lower levels, others prioritize Czech tutors. We have teachers from the USA and UK. They also often prepare listeners for stay or work abroad. We offer combination of a native speaker and Czech teacher. The Czech teacher is able to explain the subject matter better and the native speaker helps better with exercise.)

It is enticing to Czech students to hear or read that they will be taught by a NS. Generally, they do not dispute that a NS masters English better than a non-NS. In fact, this can be considered partly true, as the native speaker has mastered English as his mother tongue. NSs do not need time to think about whether or not a phrase or sentence is correct, whereas a Czech teacher might not immediately recognize a mistake. On the other hand, they usually do not consider NS's full qualification. When choosing a school, learners or their parents should inform themselves about the level of qualification of the teachers as shown in the following example:

Všichni naši lektoři včetně rodilých mluvčích jsou plně kvalifikováni k výuce cizího jazyka. Jsou držiteli mezinárodních certifikátů, mají univerzitní vzdělání a profesionální přístup. Jsou pravidelně proškoleni metodickými specialisty Cambridge University Press a absolvují také pravidelná školení o moderní metodice výuky a Evropském referenčním rámci pro jazyky pod vedením Stevena Marka Kaye.

(Evropské vzdělávací centrum)

(Translation of author: All our lectures including native speakers are fully qualified in teaching English. They are holders of international certificates, have university education and a professional attitude. They are regularly trained by Cambridge University Press methodical specialists and take part in regular seminars about modern methods of teaching and European Framework of Reference for Languages led by Steven Mark Kay.)

Many NSs come to the CR for another job and they decide to stay for different reasons such as family and culture. It appears that the best way to earn money in the CR is by teaching English to Czech speakers. Czech people are grateful for the opportunity to learn English, which has become an international language. Although a NS who

comes to the CR might not be employed as an English teacher, many Czech people might think of him as a resource for free English conversation lessons. Many NSs complain that each Czech person they meet wants to practice English. This might be a reason why they subsequently come to the conclusion that teaching English is a good way to earn money. This is especially true for the young NSs. This aspect is advantageous to the NSs versus non-NSs debate. When a NS teacher pretends to be incapable of speaking Czech even if he or she can, learners are forced to explain and express themselves in English. This situation forces to speak in English and to develop greater proficiency. However, this does not mean that even though Czech learners may master how to understand and communicate with their NS teacher, that they can communicate in everyday life. The NS teachers usually adapt their speech and language to the needs of students, e.g. they might speak slower in order to be understood more easily. A non-NS could never teach without appropriate qualification, especially at private language schools, because he would never get hired. A non-NS is simply not marketable enough to attract students. However, it is not uncommon to find unqualified Czech teachers at primary schools.

In my experience, in Prague there are approximately 270 language schools. Only 10 of them can be considered Language schools; the others are considered smaller agencies. Roughly, the salary of NSs is about 10 to 20 percent higher than the salary of non-NSs, irrelevant of their qualification to be work at language schools. In spite of the fact that the schools pay health insurance and other taxes for NSs, many of them teach private lessons in order to increase their income. It is estimated that they charge an average of 450 crowns for a 60 minute private lesson. However, this depends on the customer. When NSs teach company courses they usually charge more, as they have to own a Business License (*Živnostenský list*) and they have to pay taxes and their own insurance. In Prague, it is rare to meet a NS who charges less than 500 crowns per 60 minute lesson. Non-NS, on the other hand, roughly charge from 200 to 400 crowns per 60 minutes. The actual also amount depends on the region. In summary, it is more advantageous for a NS teacher to become an employer of a private language school than it is to teach private lessons.

2.7 Native speakers and Czech teachers teaching children versus adults

Nowadays, the English language can be viewed as a necessity. It is called “the lingua franca of modern world” (Stevens, 1987: 56- 59). Therefore, many parents decide that their children need to study English. Some of them have even started learning English on their own, as adults. They are often forced to speak English at work. When they want to keep pace with the modern world where people compete, and to communicate. Is there a preference to be taught by a NS or by a Czech teacher when comparing children and adults?

First, there is a huge difference between the teaching and learning of children and adult learners. This difference ensues from the ability to master a language. According to Lenochová, “there is a considerable debate about whether young learners learn better than older children or adults. When the objective is a native-like performance in English, then it is imperative to start learning the language as early as possible” (cf. Lenochová 2003: 85). “Most people learning a foreign language after a certain age (which was determined at 12 years) will speak the language with a foreign accent” (cf. Bilá 2006: 21). In other words, learning a language will be more difficult and incomplete after puberty (cf. Lenochová 2003: 83). We can assume that NSs at primary schools would benefit the children as, according to this theory, they are under twelve years of age in the first grade. Therefore, they will be able to learn the language with a much smaller, less pronounced, accent. Furthermore, children at this age, as well as younger children in nurseries, are not able to understand grammar rules. There is no point in explaining grammar to them and in telling them the difference between the past simple and present perfect. They simply imitate it and retell words and sentences and are given a notice of mistakes they can make when applying rules and no taking expectations in account. They are able to communicate without knowing a word in English. At first, they communicate with the use of gestures and continuously imitate the language. It is necessary to emphasize that:

Children learning their first language (mother tongue) imitate a great deal. However, they do not imitate everything they hear, but often selectively imitate certain words or structures (this is also true for learners learning their second language (foreign language in natural settings).
(Lenochová, 2003: 83)

These theories imply that it is advantage for children to be taught by a NS. Generally, even when they do not learn English in natural settings (e.g. they do not live in an English-speaking-country) and do not use it all day, they are able to switch from Czech to English automatically after some time when they speak with their NS teacher much like bilingual children can when they speak e.g. to a Czech mother and an American father.

In addition, young children can concentrate for only short time periods. In order to teach them, a teacher must also amuse them by playing games, singing songs, etc. Obviously, when a NS is able to do this successfully, he is a better option for young Czech students than a Czech teacher. Additionally, they should be in contact with the foreign language as often as possible.

This emphasis on contact with the foreign language can also be applied to adults. "Older learners are at a disadvantage in a few areas; especially phonology. However, they are able to start faster than children and can proceed through the early stages of syntactic and morphological development faster. Furthermore, they need more complex language to express themselves, and tend to be afraid or to feel embarrassed about making mistakes" (cf. *ibid*: 85). Teaching adults is different than teaching children. Modern teaching is focused mainly on communication. On account of this, it could be assumed that a NS is more suitable for Czech adults. However, we can roughly estimate that people in the CR who are over 30 have experienced the communist way of teaching and are therefore unaccustomed to a NSs style of teaching. In other words, they still need grammar drilled to them, and some of them even claim that having a lesson with a NS is only chatting, and that they get nothing from it. They usually get this feeling because NSs are used to teaching in a more informal way than Czech teachers. Perhaps the best choice for adults is to alternate both teachers every week, e.g. 90 minutes with a NS and 90 minutes with a Czech teacher.

3 RESEARCH PART

The previous theoretical section has shown the role of teachers and the current situation of NS in the CR. The aim of this chapter is to outline the real situation of NS teachers not only at Czech universities and private language schools where most of them teach. The reality can differ in many ways from believed statements.

Unfortunately, there is no statistic citing the number of English NS teachers in the Czech Republic. These figures are not easy to measure and CSO (Czech Statistical Office) have not analyzed the data. Even if this office decided to undergo such research, the data would not be objective because many people from English speaking countries came to the CR with an eye of doing a different job. Many of them did not intend to teach here and they do not usually stay for long. Therefore, I decided to create a questionnaire in order to outline these figures.

The first part of research is a case study. Three school directors were questioned in order to obtain their opinion of and experiences with NSs. In the second part, a questionnaire was given to NSs who are either currently teaching or have taught in the CR in the past.

3.1 Case Study at Czech Schools

In the CR, most NSs teach at universities and private language schools. Therefore, the aim of this section is to summarise the opinions of directors of these institutions. The questionnaire given included 19 questions, but the number of questions actually asked depended on respondents' answers. Two directors of language schools and one Head of the Department of English were chosen for the purpose of comparing their opinions and attitude towards NSs. All three respondents were asked in Czech in order to explain their opinions exactly. These interviews were recorded on approval.

3.1.1 Case study background

Both of the Language schools included in the study provide English Language courses, and they are settled in Kladno. This location was chosen according to the author's place of living. These answers do not correspond with the author's opinion for all situations. They obviously reflect the opinions of respondents.

The first Language school, a private school called Progress Language Institute in Kladno, has two branches in Prague as well. Progress was one of the first educational institutions to obtain the international certificate ISO 9001:2000. The school is accredited by the Czech Ministry of Education, Youth and Sports, (MEYS) and it became a founding member of the Association of Language Schools and Agencies (AJŠA in Czech) in the CR in 2005. They provide language courses, company courses, specialized courses such as business English, advanced courses for children, individual courses and one-year post-graduation study. They also prepare students for ESOL certificates such as PET or FCE. The director of Progress Language Institute is Mr. Stanislav Kára. Bc., who is also the vice-president of AJŠA. Therefore, his attitude can be generalized to represent all of the 35 current AJŠA members. Progress currently employs approximately 84 teachers, so it can be regarded as a bigger language school in comparison to others language schools.

The second language school is an agency called Penguin. It belongs to smaller agencies, with only 15 teachers presently employed. They are specialized for company and general language courses, and they also organize courses for children. They currently employ only one NS. However, the director; Mgr. Johana Rosická; previously employed five NSs, and that is why she was asked to answer. In addition, the school provides intensive weekend courses for the public and individual courses.

The third person who was asked to participate in this case study was PhDr. Lucie Betáková, M.A., Ph.D., the Head of the Department of English at the Pedagogical Faculty of University of South Bohemia. As a skilled and qualified respondent, Dr. Lucie Betáková contributed greatly to the results of this case study. Nevertheless, she was not asked some of the questions, because they cannot be applied to teachers at a university. Considering that, these answers were not enquired.

3.1.2 Analysis of interviews

- **What way do you use for choosing NS into your school?**

At Progress they choose NSs specifically by recommendation. They never look for NS teachers in advertisements. In comparison, at Penguin they hire NS teachers on the internet using advertisements.

The situation is similar at the university where they hired NS via advertisement as well, using a website supplying jobs for NSs. However, NSs usually contact the school themselves to ask for open positions. The second possibility is via acquaintances

who already work at this university. The Head of Department also once used an agency which pulls in workers from abroad. She also used help of a language school lead by a NS.

- **How do you judge whether a NS is suitable for teaching at your school?**

At Progress, they have personally interviewed the NSs in the last 3 years. They do not rely absolutely on their CV. The aim of the interview is to elicit the NS's interest in teaching. At Penguin, they prefer a decision based on the CV, and they only consider NSs with pedagogical qualification.

At the university it is now necessary for a NS to have university qualifications. The hiring situation has improved in recent years; in the past all NS were accepted regardless of qualification. After reading a NS's CV, an interview was requested. The head of English department learned about this person through his or her colleagues and acquaintances. However, Dr. Betáková emphasized that this was usually not sufficient. Probably because of this, she has implemented a stricter hiring method and began requiring appropriate university qualifications, amongst other things.

- **Do you prefer NS to non-NS? If so, why?**

At Progress, they do not prefer NS in principle. Their teachers are mostly non-NS because they think that many NSs are not qualified enough pedagogically. They decided to employ NSs only because of the demand in the Czech market. Mr. Kára emphasised that if it had not been like this, they would definitely dispense of NSs. Furthermore, he thinks that Czech teachers are currently well-qualified in teaching English. At Penguin they do not prefer NSs either, and the director emphasised that NS teach only the more advanced levels of students.

Dr. Betáková points out that it depends on the aim of the lessons. A NS is irreplaceable for their students when considering practical language courses.

- **Do you employ only qualified NS?**

At both language schools, only qualified NSs are employed. However, Mr. Kára at Progress emphasised that the question of qualification was somewhat confusing. In contrast to Penguin, not all NS at Progress have a pedagogical qualification from a

university. They typically studied a different subject. He claims they promise their students that their NSs are interested in teaching, and have a university degree or TEFL or CELTA courses. Nevertheless, he mentioned that the standard of TEFL was usually terrible and that all of these conditions could not guarantee that the NS is enough qualified. At Progress, a qualified teacher is a teacher who enjoys teaching, who is interested in the branch, who improves himself continuously and attends in-service courses and seminars which Progress provides. In the CR, the question of qualification is rather disputable. According to Mr.Kára, the qualification of NSs cannot be judged in the CR because we are not able to match standards of schools in English-speaking-countries. He says that it is necessary to help a NS to reach the necessary qualification.

At the university, only university-qualified teachers are employed. The NSs at the university can be divided into two groups. First, there are the academic teachers who are specialized to teach a particular subject and secondly, there are lecturers who lead only practical language courses.

In addition, Christopher Koy, who is specialized in American literature at this university, as an example, teaches 80 percent practical language classes in this summer semester. In comparison, his Czech colleagues who are specialized in the same subject teach 100 percent literature/reálie courses. Obviously, there is a lack of NSs at universities, but students need them to improve their language. NSs have to do more editorial work than other teachers, so that they are even expected to correct their colleagues' publications in English or other activities such as running a club established for speaking English with NSs.

- **When accepting a lecturer, do you differ between giving instruction and information to a NS and non-NS?**

According to Progress, a Czech lecturer usually knows how it works at Czech language schools. For NSs they prepare concrete materials, including the curriculum and methodology. They get a file with instructions. Furthermore, it is necessary to check with the student whether these instructions and requirements were fulfilled. In the case that a mistake is made, they are able to determine where and how it occurred, thanks to this file. They can figure out whether it was on the side of the NS, in case he did not fulfil the requirements, or if it was made elsewhere. When a student claims that the lesson was not appropriate, e.g. that the NS used too many articles and the students

want to speak more, Progress can handle this better because they can compare the plan to the lesson. They can easily show the students that they manage the plan, and their lessons are always prepared. In comparison to Czech teachers, NSs do not know where to find materials and extras needed for their lessons. According to Mr. Kára, Czech teachers are usually more experienced in utilizing available material.

At Penguin, NSs have always been qualified and experienced in teaching Czech students so there was no difference in giving instructions.

At the university, they provide language courses in a range of 4 hour lesson wherein one half is taught by a Czech teacher and the other by a NS. The Czech teacher teaches the NS in and they have to cooperate when writing reports. Obviously, the Czech teacher can be described as a body who leads the NS. This is surely applied only for lecturers and not for academic workers.

- **How do you check whether NSs fulfil your requirements?**

At each branch school of Progress, there is an employee who contacts students to ask whether they are satisfied with the courses and the teachers. This enables them to get feedback from the students. In their opinion, the lesson observation is a disturbing method and it cannot adequately prove whether a NS teaches well or poorly. This is because every lesson is different, and its success depends on many elements such as time, mood etc. They do not provide a general representation of the teachers' lessons because one particular lesson could be taught well, but future lessons could still be taught poorly. Most teachers put extra effort into perfecting their lessons and doing everything "by the book" when they are being observed, and tend to be more relaxed when they are not. All lecturers including Czech teachers as well as NSs do not have to be afraid of controls in lessons so they are not nervous. Feedback has been asked of students because some NSs think they are so good that they do not need to follow the given instructions. Further, teachers fill in PC reports and class registers in the class to monitor progress.

In contrast, at Penguin they provide lesson observation regularly. Teachers are also required to attend a colleagues' lesson once each term, and to write a report summarizing the lesson and the teacher's performance. According to Mrs. Rosická this helps with inspiration, and the director has the opportunity to see the lesson from a different perspective. NSs also have to fill in reports after each lesson.

At the university, teachers are obliged to write down their expectations from the course and the requirements of students at the beginning of each term. At the end of every term, they complete a file considering the results in which they determine whether their expectations were accomplished or not, report about topics covered, and the pages completed in the corresponding book. They do not provide lesson observations. On the contrary, Christopher Koy remembered being observed by Dr. Betáková in his first semester (winter semester 2006-07) at this university for a practical language class.

- **Can you compare the salary of NSs and non-NSs at your school?**

At Progress, the salary is the same. NSs have not been favoured for the 3 last years. AJŠA sought to equalize these conditions because the qualification of a Czech teacher who studied pedagogical university is incomparable to a non-qualified NS when considering methodology etc. Nevertheless, at Penguin, NSs get about 20 percent more than Czech lecturers.

At the university, they have charts valid for the whole university. Generally, academic workers are paid better than lecturers. The university also provides wage supplements which are divided at each Department by the Head of the Department according to the requirements fulfilled. Hence there is no difference whether the teacher is a NS or not.

- **When considering salary, is there a difference between the salary of a qualified and non-qualified lecturer at your school?**

At Progress, teachers are divided into 3 categories and they are informed which category they fall into. About 10 percent of the staff get a significantly higher salary because of their experience, e.g. university professors who teach special courses.

As mentioned in the previous question, better-qualified academic workers get a better salary than lecturers at the university. In addition, Mr. Koy pointed out that academic workers get fewer lessons, and are also given time to work on their scholarly activities such as publications, higher degrees or grants.

- **Do you provide other benefits for NSs?**

None of the schools provide benefits for NSs. However, NSs at Progress are offered free Czech language courses. The school also pays for transportation expenses.

The question arises whether they pay for transportation to and from the private company that they teach at. Further, it has to be determined whether they or not they pay for the time spent in the car or bus when travelling to the lesson. Unfortunately, I did not think of this when I surveyed the directors. It was thought of by Mr. Koy. The situation is the same at Penguin.

Nowadays, at the university they do not provide benefits for NSs as well. Before entering the EU they used to help NSs with renting flats and other administration, but according to Dr. Betáková this was a waste of time and effort, because the NS usually left soon and did not stay at the school.

- **What seminars do you organize for NSs?**

At Progress, optional workshops are organized for NS always dealing with specific topic such as teaching children, FCE courses, etc. They emphasise practical methodology, as colleagues usually ask for specific information. Courses for administrative workers and seminars where teachers are informed and advised about finances are also organised. The situation is similar at Penguin. Courses specialized in teaching children are mostly organised and NSs also attend courses offered by publishers, which are usually held in Prague. At university, teachers attend and read papers at scholarly conferences.

- **Is there a library available for teachers at your school?**

Both language schools have their own library. The one at Progress is evidently more extensive than at Penguin. Both schools also provide books and materials (CDs, Teachers books etc.) as required for the courses that the lecturer teaches. At Progress, they prepare actual materials for teachers; which are on the notice board, ready for use.

- **Which courses do NSs teach at your school?**

At Progress, NSs teach every course according to the demand of the customers (e.g. international companies). Only for certain courses e.g. English for Law, are specialized teachers preferred. This means that NSs teach elementary students as well, in comparison to Penguin where NSs are chosen for more intermediate and advanced levels.

At the university, they try to alternate both by using a NS and a Czech teacher every term, even in the first year of studies. It is assumed that the students are at a more advanced level when coming to the university, because they have passed an entrance examination in English.

- **If you had to choose between a non-qualified NS and a qualified Czech teacher, who would you choose and why? (not depending on the current shortcomings of both)**

At Progress they definitely prefer a qualified Czech teacher who is able to teach more than a NS. At Penguin, they decided that this question was rather difficult to answer because it depends on the personality and qualities of the teacher. Mrs. Rosická thinks that a non-qualified NS can be a good teacher, if he does not simply speak about the weather in every lesson. If this were the case, she would prefer a Czech teacher.

Dr. Betáková emphasises that it depends on the aim. When considering a practical language course, a NS is unreplaceable for their students.

- **What is your personal experience with and attitude towards NSs at your school?**

At Progress, they have bad experiences with NSs who usually come to teach for 1 year, and the school cannot help with their furthering education. At both schools they agreed that NSs sometimes have problems with punctuality. At Penguin, they think that NSs provide more creative lessons than Czech teachers, who still tend to teach through drilling and repetition. In their opinion, speaking is more difficult nowadays, and NSs are better qualified than e.g. in the 1990s.

At the university, Dr. Betáková thinks that NSs are generally less qualified than Czech teachers. She pointed out that it depends, however, on the people who come to teach in the CR. She sees a difference in people who stay in the CR and establish themselves versus those who came from a reason such as love, marriage, etc. People who stay here longer are usually more reliable. They simply do not leave their job so often. She emphasises that it depends mainly on education. A well-educated person does not usually accept a position of a practical language lecturer but instead applies for a better position.

3.1.3 Conclusion of the case study

The aim of these interviews was to outline the opinion of directors of schools about NS teachers in the CR. Despite the fact that only 3 people were asked, their opinions show different attitudes towards NSs in which they have already cooperated with. As one of the respondents pointed out, the situation cannot be judged generally. However, they personally met many NSs and were able to review their work and responsibility. In this section, I would like to summarize the results of these interviews.

Firstly, as mentioned previously, Czech people seem to prefer NSs because they reflect the real world, use actual vocabulary, etc. Many times one hears students claiming that *“having a chat with a NS gives me more than learning with a Czech teacher.”* Surprisingly, Mr. Kára pointed out that they prefer Czech qualified teachers to NSs, as he thinks that NSs are usually less qualified. The reason can be that the private sector usually attracts Czech qualified graduates who do not want to teach for a lower compensation. That is why Czech teachers in private language schools are often more pedagogically qualified in comparison to NSs, who usually have a different degree (not pedagogical) which will likely not qualify them for teaching. Dr. Betáková also thinks that the NSs she has met in the CR are generally less qualified than Czech teachers.

The sufficient qualification should be a condition for accepting a NS for a position of a teacher as well as for a Czech teacher. It is obvious that Czech teachers try to cope with the demand of students who insist on having a NS and make an effort to overcome the disadvantage of not being a NS who handles English as a mother tongue. That is why Czech teachers are generally better at methodology and planning. Nevertheless, Czech teachers still have not overcome the drill in English lessons that they were used to in the past and they do not teach according to the communicative approach.

On average, NSs still earn between 10-20 percent more than non-NSs at many private language schools in the CR. However, the data does not specify how many of these teachers are qualified. When a non-NS has a university education and works responsibly, he should not be awarded for his endeavor with the same amount as a non-qualified NS. This does not relate only to teachers but to others occupations as well. Teachers who studied at university worked hard to get a degree. They studied many years and passed many exams. It is true that non-qualified NSs handle English better.

Nevertheless, they are simply not qualified enough and we as people should intend about it.

On the other hand, when considering a NS who is qualified, should he be paid more or less than a qualified Czech teacher? Unfortunately, this question was not asked of interviewees; as it was raised by the supervisor after the interviews were conducted. According to other answers, it can be estimated what the opinion of respondents would be. Dr. Betáková would emphasize that the university determines one's salary according to the rules of the schools, and as she said, there was no difference between NSs and Czech teachers, only difference between lecturers and academic workers.

Qualified teachers are familiar with methodology, and they know that having a plan for a lesson is a benefit for the teacher and for the students, as opposed to a lesson without a set aim or goals. There is no need to have a detailed plan. However, people appreciate when they see what you have just taught them and what they have learned. Students simply need to be aware of connections. At a private language school, on average, the people who study are generally pre-intermediate or elementary students. They stagnate at this level and need to be shown what they already know in order to progress further. Obviously, planning helps to cope with this problem, but also the stagnation can be addressed by a NS as well.

With reference to the current financial crisis in the world, hiring a NS is less difficult than it used to be. Many more British and Irish people are coming to the CR to teach than in earlier years. On the other hand, in the past; according to my opinion; there were more Americans who left after Mr. Obama became the President of the USA with the dream of improvement of the situation in the USA.

I am concerned about the conditions of the libraries at language schools. I was surprised that private schools usually do not give their teachers free Teacher's books and other materials. Despite this fact, both respondents from the language schools which were questioned release free original books to their teachers, the vice-president of AJŠA said that many schools did not offer this to their lecturers. This shows the level of each school itself.

No school provides other benefits for NSs which would be different than those for Czech teachers. Obviously, this shows more negative experience with NSs in general. It does not say anything about their responsibility in teaching. It just proves that

because NSs usually come to teach to the CR for a shorter time, it is unnecessary to give them many benefits and incentives. As shown in the theoretical part, their reasons for are obvious and agree with the opinion of Christopher Koy, M.A., that the salary in the Czech Republic is lower than the average salary in EU. NSs leave and go to countries like Germany, Austria and France for better conditions. They are simply accustomed to a higher salary and to different labor laws (UK or USA). Because the CR does not treat NS teachers as facilitators who hold the key to a successful future for their children, it is no wonder that they chose to move on to other countries. Combining a NS and a Czech teacher could bring many advantages for students. Nevertheless, this is an unobtainable goal given the current financial situation of the Czech education.

3.2 Questionnaire for Native speaker teachers in the CR

In order to collect information from NSs, a questionnaire was created as one method of obtaining information from the target group. This questionnaire consisted of 26 questions and was placed on the web at www.vyplnto.cz. A pdf. file with data was sent to approximately 70 language schools in the CR, to 13 English departments at universities, and to private individuals as well. These contacts were found either on the Internet, or through acquaintances and colleagues. I contacted these institutions and people by e-mail or by telephone. The first questionnaires were sent out in January 2009. Therefore, the data was collected for approximately 1 year. The target group was very specific; therefore, collecting the data was a big challenge.

The questionnaire was placed on the Internet in order to facilitate response. A Czech web page was used because the link was sent by e-mail directly to NSs. All information and instructions for completion were written in English. In addition, an ad requesting responses was posted on the web pages www.facebook.com and www.prague.tv as well as Expats.cz (a community portal helping foreigners with integration) “Party in Prague” was attended on 19.3.2010 in order to get more contacts from NS teachers.

3.2.1 The Aim of the Questionnaire

The questionnaire was focused on NSs of English who currently teach, or have ever taught, in the CR at any school. In spite of sending the request to all target people

and institutions, just 24 respondents answered the questionnaire. Additionally, two of the respondents did not meet the requirements so their answers were not included. Because of the low response rate, no objective, quantitative results can be concluded. Therefore, the data was generalized quantitatively. It is necessary to point out that the low number of respondents does not represent an objective sample of NSs in the CR. Nevertheless, it summarizes their opinions of, and position in, the Czech educational system.

3.2.2 The Structure and Analysis of the Questionnaire

The aim of the questionnaire was to chart the situation and opinion of NSs in the CR towards Czech learners and the Czech educational system, and to confirm or disavow statements introduced in the theoretical part. The questionnaire was made with the aim of ensuring that obtained data was as concrete as possible. Therefore, some questions were asked as open questions where NSs could convey their thoughts more accurately. The average time of completion was calculated at 00:12:52. The following structure represents each question and provides information about the collected data, and graphs are used to illustrate the results.

- **Names**

This was an informative question that could have been useful for the qualitative research. As the target group was specific, the anonymity of respondents would not allow qualitative analysis of data. Twelve of the respondents were men, seven were women and three replied anonymously. However, it was decided not to mention the names of the respondents, since three of them replied anonymously.

- **Age**

On one hand, this data was strictly informative. On the other hand, it was intended to show the age structure of NS teachers in the CR in comparison to the amount of time spent in the CR. It is believed that NSs who are over 30 have typically lived in the CR longer than younger respondents, who usually travel around the world and only stop by the CR for a short time. It is also believed that some NSs come on account of life changes such as divorce. (E.g. elderly divorcees come to teach in the CR.)

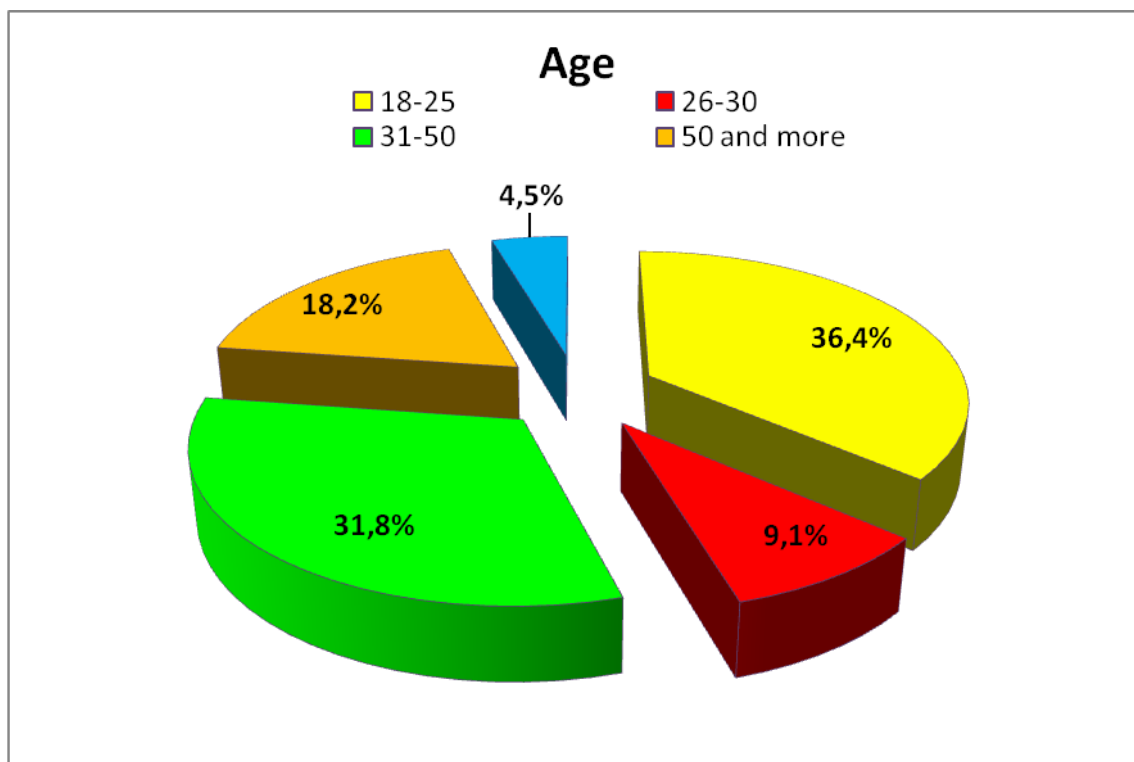


Fig. 10

All of the respondents who were under 25 have taught in the CR for less than one year. The reason for this appears to be that they all attended university and decided they wanted to travel after finishing their studies. In addition, teaching is an easy way to earn money in the CR. Therefore, many young people who come for culture, friends, or just for fun; they decide to teach, resulting in a younger average age of teachers.

- **Degree**

To illustrate the question of NSs qualification, a current topic of discussion in the CR, respondents were asked to fill in their degree. Furthermore, on account of this data it was possible to compare the qualification of NSs at Czech schools; e.g. whether a M.A. teaches at a university or at a language school. It is thought that people with higher qualification tend to teach at universities or at secondary schools in the CR, and that people with no university degree or TEFL qualification are more likely to teach at private Language schools and provide private lessons.

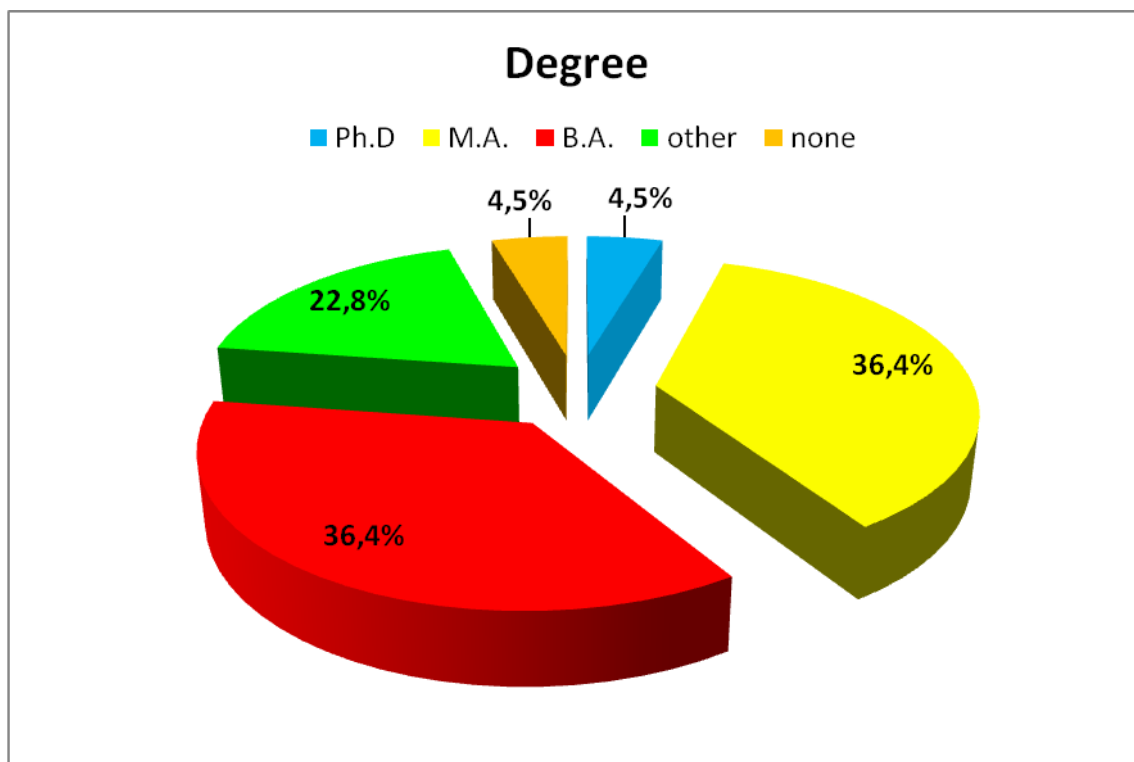


Fig. 11

To reach a synoptic diagram, the degrees were summarised without specific information about the subject studied; e.g. it does not distinguish between humanities and sciences. Only one respondent has a Ph.D. degree; in American literature. There was also one respondent who stated to have studied a city and guilds in professional cookery.

- **Pedagogical education**

Sixteen of the respondents do not have any pedagogical qualification; they studied other subjects such as chemistry, communication studies, and journalism. Only three respondents have an M.A. in English language teaching. These three respondents are qualified enough to teach English. In addition, one of the respondents has a pedagogical education, (but in Russian, not English,). And another is qualified in Special Education and Mathematics. Three people have Bachelor degrees; one studied art and two of them graduated in business administration. Despite having a degree, 16 respondents who answered this question do not have pedagogical education. Incidentally, some Czech teachers have graduated e.g. from philosophical faculties as well and therefore do not have a grounding in methodology. In summary, this data

supports the theory that most NSs do not have sufficient pedagogical education for teaching.

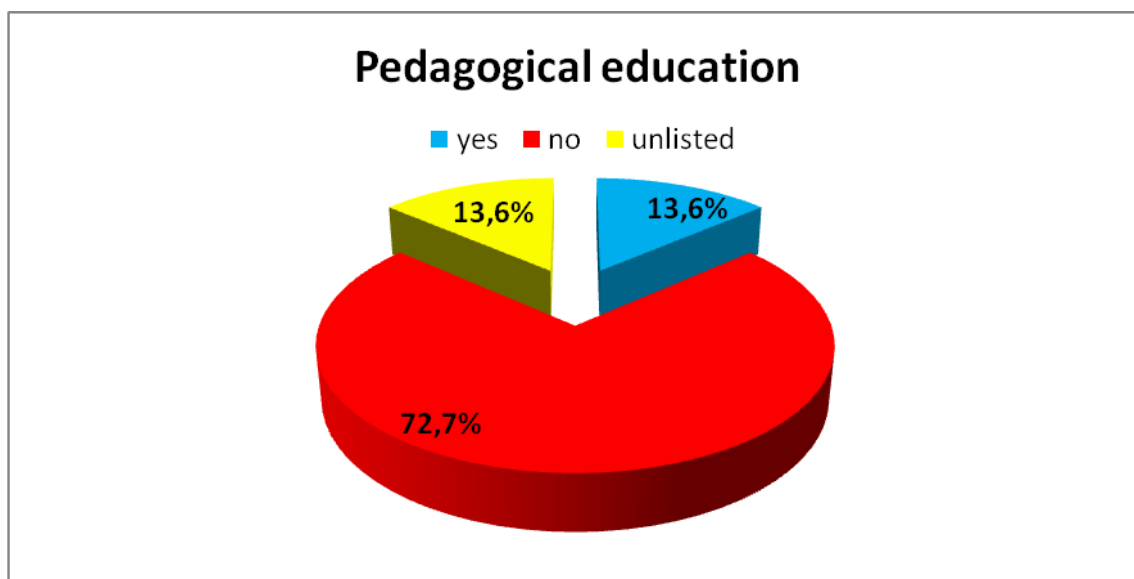


Fig. 12

- **Teacher licence**

This data was necessary in order to compare it with the degree itself in question Nr.2. It is intended to demonstrate whether NSs who teach in the CR are qualified as university teachers, or whether they studied other subjects. The aim of this question was to find out the most frequent and favoured degree that NSs hold. Furthermore, it was going to present the licenses required at Czech schools, e.g. as estimated, whether NSs decide for TEFL course which is believed to be the basic course for teaching in the CR.

TEFL (Teaching English as a Foreign Language) is the certificate that is most valuable for NS teachers in the CR. TESOL (Teaching English to Speakers of Other Languages). TEFL is more suitable for teaching in a non-English speaking country, whereas TESOL entitles one to teach in English speaking countries, e.g. teaching immigrants who come to England. CELTA is a Certificate of English Language Teaching to Adults.

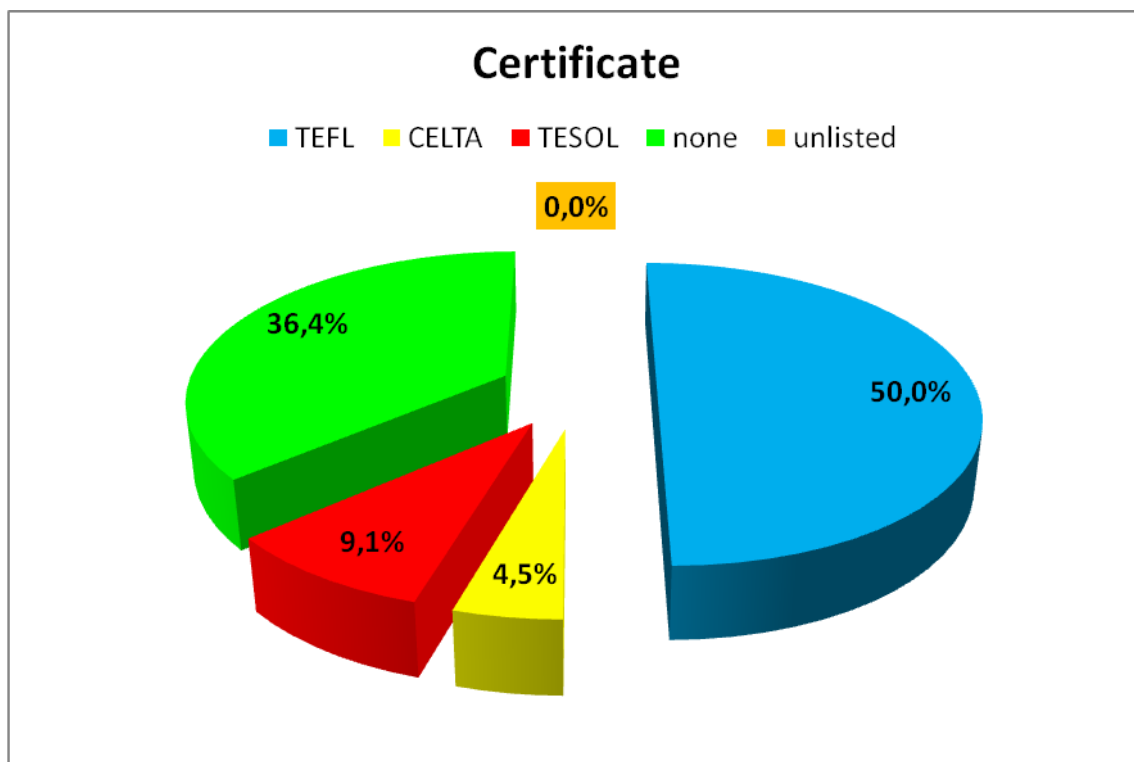


Fig. 13

In summary, 36 percent of NSs do have a certificate in teaching English such as TEFL, TESOL or CELTA. All others respondents do not have one. However, two of the respondents studied English teaching and one respondent studied Russian teaching; therefore, this certificate would be useless for them. In spite of this fact, one of the respondents who has a M.A. in teaching English also obtained a TEFL certificate. In summary, five of the respondents do not have either a degree in teaching or any certificate, which makes up 23 percent of the sample.

The question arises, why so many NSs decide to get a TEFL certificate? The answer seems obvious. When a NS does not have a degree in language teaching, he is supposed to acquire a certificate in order to qualify as a teacher. The directors who hire them, as well as the students they teach, believe that because they have this certificate, they know how to teach. On the other hand, as we can see, 23 percent of NSs asked do not have any certificate but work as teachers anyway. Obviously, there is a shortage of qualified Czechs as well as NS teachers in the CR. If there weren't such a shortage of qualified teachers, unqualified NSs would never be employed.

- **Nationality**

This question provides the comparison of nationalities of NS teachers at Czech schools. Due to that fact that only 22 respondents answered this question the results cannot be considered objective, however, it does provide a general idea of nationality.

Fourteen of the respondents were from the USA, and only four were from the United Kingdom. Only two of the Americans have been teaching in the CR longer than five years, whereas nine of them have been for less than one year. This does not concur with the statement in the theoretical part that the number of Americans is getting lower. In reality, according to the data obtained, the trend is opposite of what was expected. It is interesting that, when comparing teaching at a university versus providing private lessons; people from the USA tend to teach at a university or at Private Language schools, whereas Englishmen teach mostly private lessons or at primary, (or in one case, secondary,) schools. One reason for this could be that Englishmen do not need a visa to stay in the CR, so they can easily build up a strong group of private students, whereas Americans need a visa and just having private students will not get them one. It is easiest for them to go through a language school or university who will aid in the process.

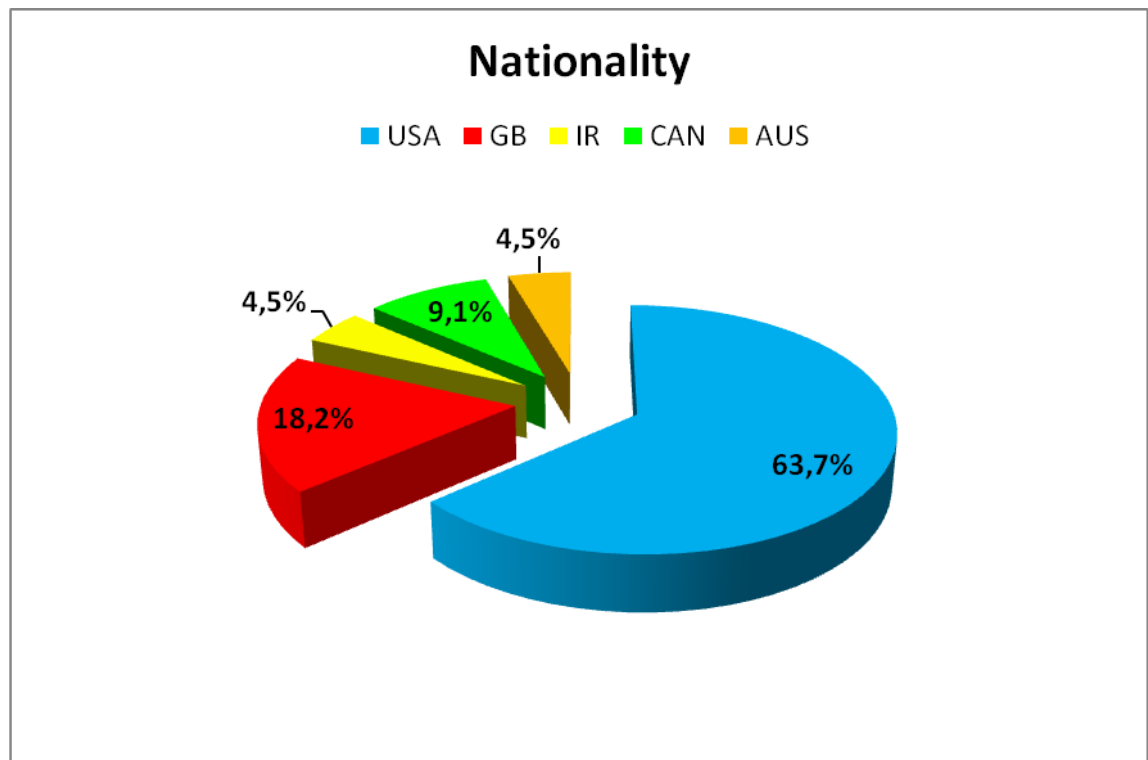


Fig. 14

- **Where do you teach?**

The aim of this question was to outline where the NSs teach the most; at Private Language schools or at state schools. Qualitatively, the data was intended to determine the attitude of NSs towards their financial situation, e.g. whether they prioritize working at private schools where they usually get a higher salary. It also compared the certificate for teaching (Fig. 13) with the place of work.

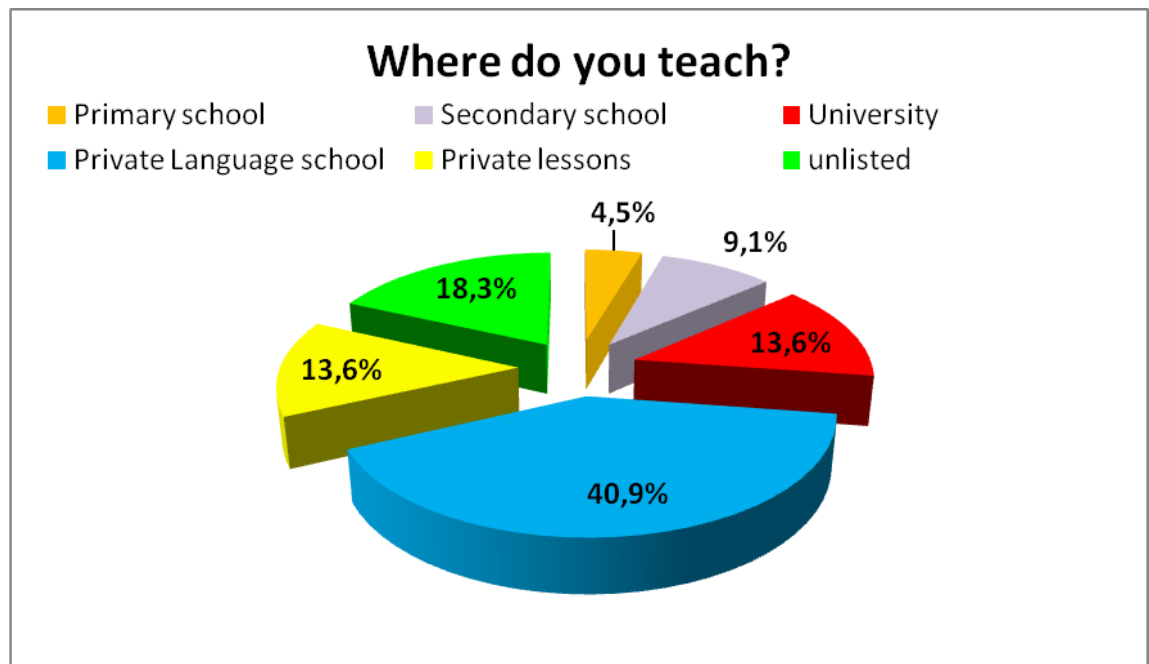


Fig. 15

As thought, most NS teach at private language schools. The man with a Ph.D. in American Literature teaches at a university, as does the M.A. respondent in Russian Language and Literature and the respondent with a degree in Special Education and Mathematics. Interestingly, the man who has a M.A. in English Language Teaching provides only private lessons. We can guess that he earns more for private lessons than if he would earn teaching in a private language school. This raises the question; why do NSs not always teach like this? One can assume it is because a school or other institution takes care of their taxes and insurance, and the schools also tend to provide free and easy access to teaching materials. They usually offer help with a visa, which is perhaps the most important incentive of all. None of the other benefits matter if a NS ends up deported. Obviously, NSs do not have problems building up full-time hours through private students. In contrast, for a new American teacher in the CR, it might be difficult to build up a full time schedule of private students. Working for a school also

has other benefits, such as help with obtaining a visa. . Two people teach at a grammar school and provide private lessons as well. Based on the information described in Fig. 16, we can conclude that the NS with a bachelor degree teaches at a primary school, though his qualification is insufficient for teaching English. The situation is the same for the bachelor degree teacher who works at a secondary school. According to the law 563/2004§3 Sb. about pedagogical workers; which was changed and became effective on 24.1.2010, one of the conditions for working in public schools is sufficient qualification in the subject a teacher teaches. However, it has been shown that the majority of English teachers teach without sufficient qualification or degree in the Czech Republic. This situation was caused by the necessity of learning English, which suddenly became the number one foreign language in the CR in 1990.

According to the Czech law, only 3 of the NSs who answered the questionnaire should be allowed to teach at public schools, a total of only 14 percent. These teachers are qualified because they have M.A. degrees in English teaching. On the contrary, 2 respondents with a bachelor's degree teach as well. The questions arises whether a Czech bachelor's degree is comparable to a bachelor's degree in an English speaking country; as in the USA people study 4 years to get a B.A. degree, whereas in the Czech Republic it is only 3 years. In the US, UK and Ireland, a 4-year bachelor degree suffices for teaching at the primary and secondary levels. Of course, a Czech student earning a mgr title studies two subjects, and so in the five years one can say at least two years is dedicated to another subject other than English and is of little use in qualifying a teacher of English. In other words, a bachelor degree from a native speaker with a major in English would be compatible to a "mgr." degree in the Czech Republic, especially considering the many practical language classes taken which a NS would hardly need to take at all.

Czech school directors decide on their own whether they will accept a teacher with or without qualification. When they lack qualified teachers, it is clear that they must employ a non-qualified teacher because they do not have any other option. By all means, the Czech system should be changed and should offer a salary of at least over 50% to qualified teachers at public schools. When we consider the salary for a teacher who has just graduated with a M.A. in English teaching, he usually earns about 10000 crowns a month after taxes are paid. This amount is degrading when one considers that

this teacher had to study hard for 5 years. The chart below, which shows that NSs who are qualified enough do not teach at primary schools, confirms that NSs simply do not want to teach at primary schools because the salary is ridiculously low. They probably prefer secondary schools or universities, because these institutions obviously offer a better salary, as do private schools. The other reason can be that they simply do not want to teach young children.

	B.A.	M.A.	Ph.D.	none	Other
Primary schools	1	0	0	0	0
Secondary schools	1	2	0	0	0
Universities	0	1	1	0	0
Private language schools	3	0	0	1	3
Private lessons	1	0	0	0	0

Fig. 16

- **How long have you been teaching in the CR?**

This informative question was intended to show approximately how long NSs teach in the CR. It is also going to provide the number of NSs who settled in the CR for a longer time.

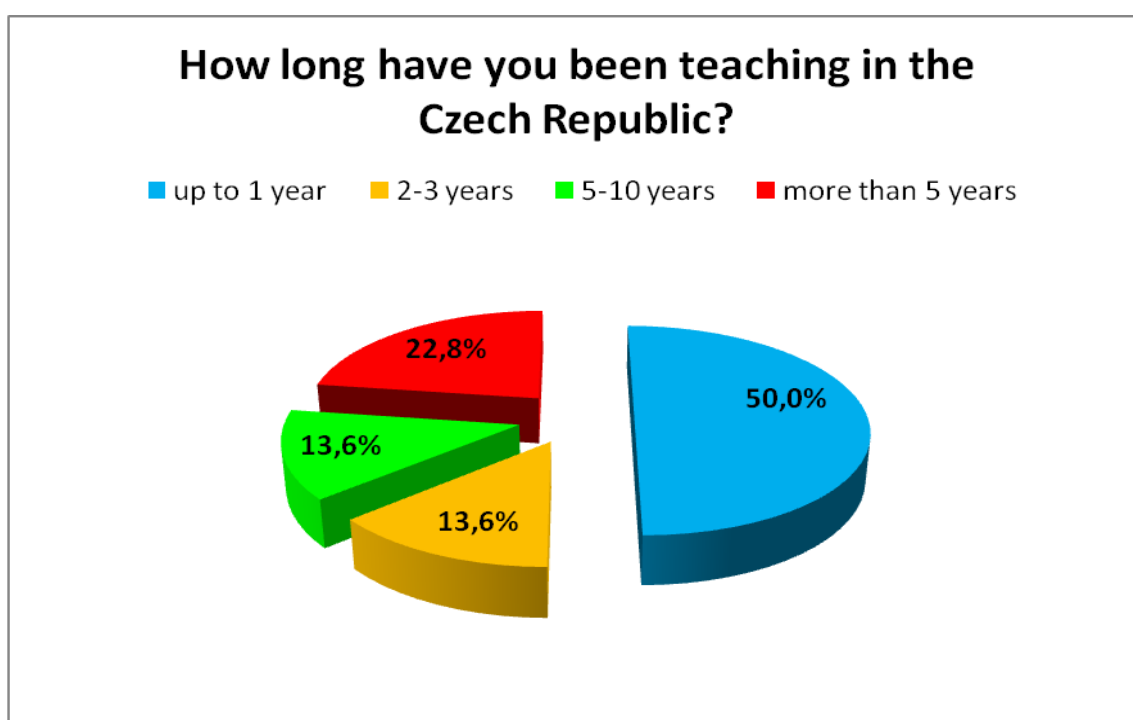


Fig. 17

As supposed, 50 percent of NSs have been teaching and living in the CR for less than one year. These people are usually under 30 years of age. All of the respondents who are older than 40 years have been teaching in the CR for over five years with one exception, a 57 year-old who came to the CR approximately three years ago.

- **Have you ever taught before?**

The acquired data was intended to elicit whether NSs had already taught in their life before they came to the CR, or whether they decided to begin teaching when they came to the CR.

Six of the respondents had not taught at all before they came to the CR. Four of them are young and it is assumed that they left their country after finishing school; however, two people who are 37 and 38 years old and have never taught before also do not have any certificate or qualification. One of them originally came to the CR for different work and the other one came for family.

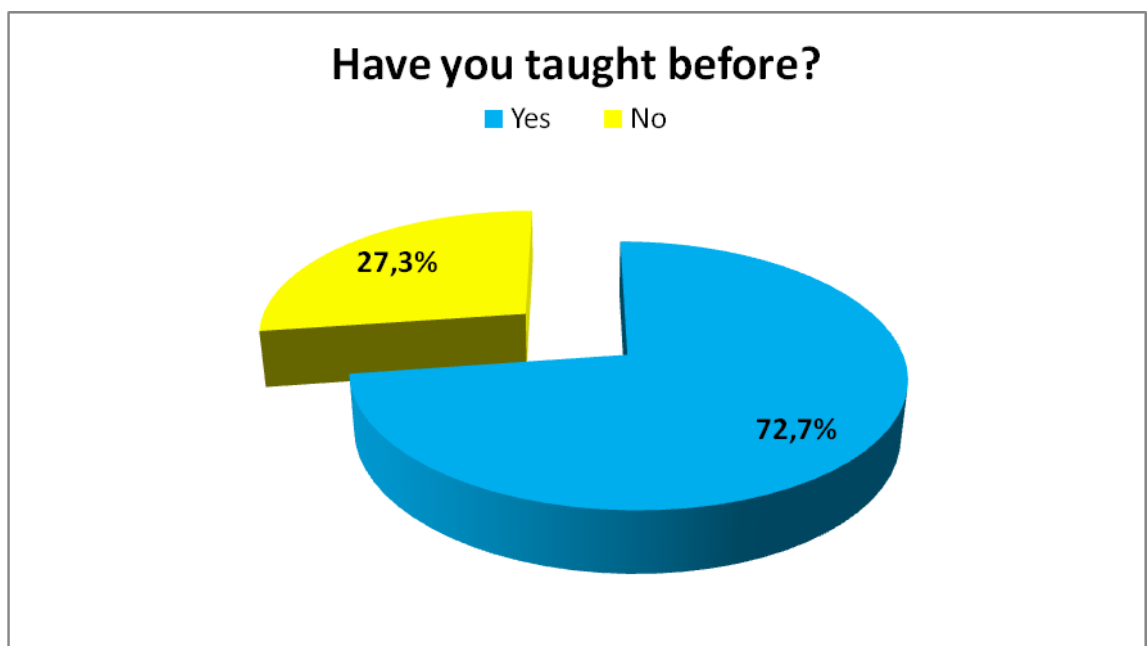


Fig. 18

- **Why did you choose to teach in the Czech Republic?**

“Prague is a beautiful city and cheap to live”, replied one 24 year old American girl who had already left the CR and currently teaches in Seoul for more money. Seven

people who live in Prague answered that the reason they came was the culture. One man, who answered the same, lives in Pilsen.

Surprisingly, one American decided on the CR because he can earn a lot of money here, and one Business Administrator originally came for different work but decided to teach in the CR instead. Additionally, this American has no teaching qualification or teaching license.

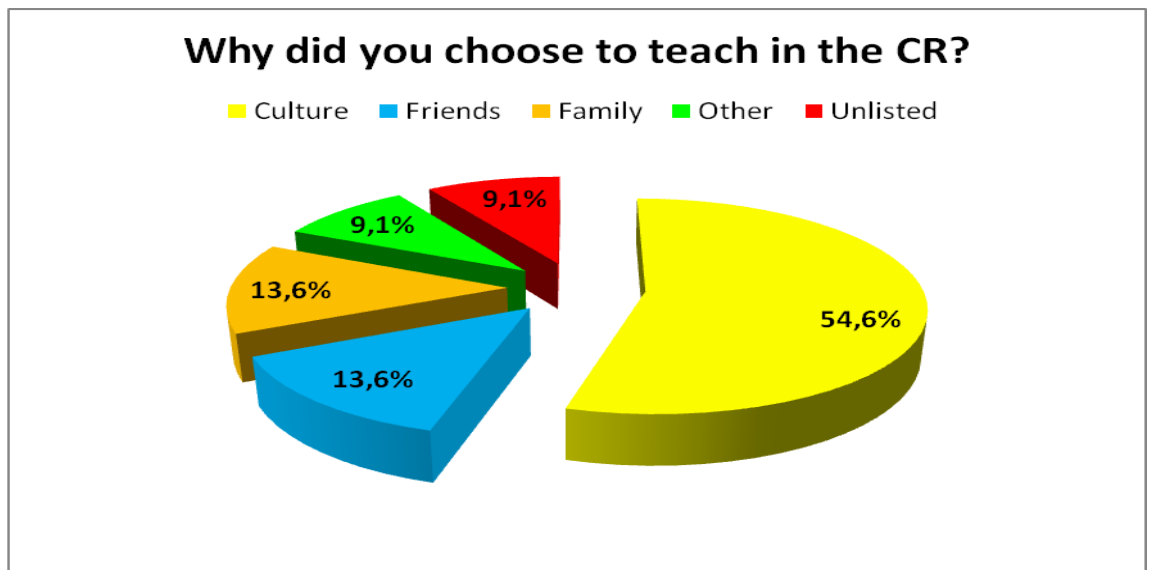


Fig. 19

- Do you believe your school helps you to understand the Czech system?

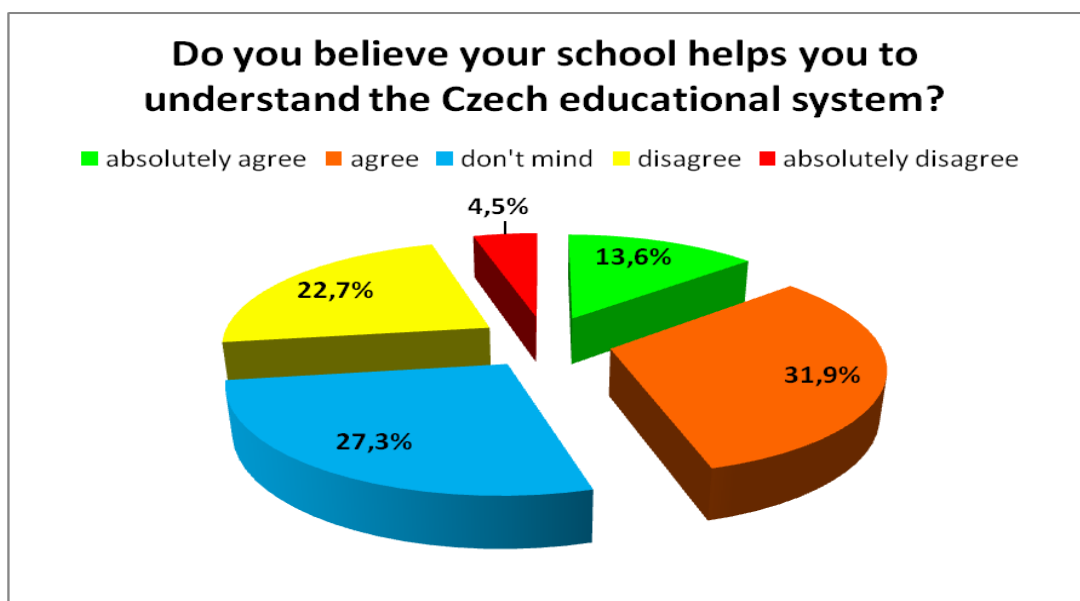


Fig. 20

Most respondents replied that their school does not help them to understand the Czech system. Surprisingly, one respondent, who teaches at University of West Bohemia, answered that his school does not help him to understand the Czech system of education. In contrast, the Head of the English Department at University of South Bohemia stated that they provide NSs a so called “body” that helps him or her to adapt. Further, they used to help NSs and advise them about other problems connected to living in the CR such as health insurance or business license (Živnostenský list) and other Foreigner Police they can deal with. Considering the business license, for NSs it is preferable to become an employee than to provide private lessons. When a NS teaches private lessons and has a business license, he has to deal with paying taxes, which the school pays for him or her in case he is employed there. However, we must again point out that this conclusion cannot be applied objectively.

- **Does your school give you an opportunity to attend in-service courses?**

Further training of teachers should be an integral part of teaching and the educational system as a whole. Generally, the schools should provide their NSs with the opportunity to acquire new knowledge. When considering non-qualified NSs, the school itself should provide some methodology seminars for them. Teaching is a rather complicated process and NSs can come across a variety of problems while teaching Czech students, e.g. misunderstanding national customs or the NSs attitude towards the students, which is more informal than that of Czech teachers.

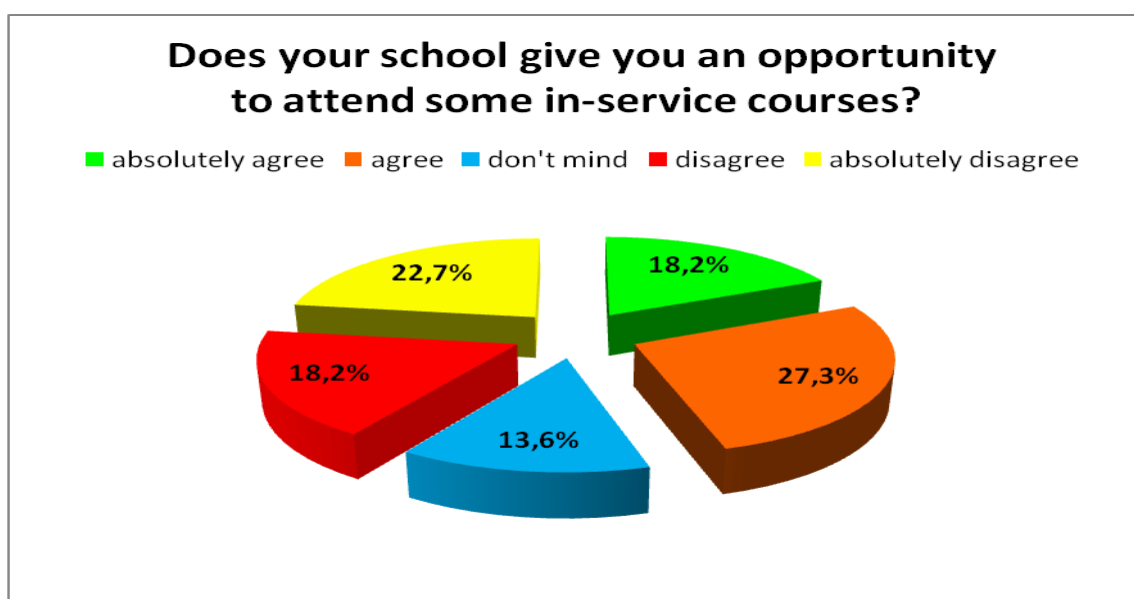


Fig. 21

Surprisingly, a respondent who works at Wattsenglish, Ltd., labelled this school as absolutely dissatisfactory. Wattsenglish is one of the highly regarded private language schools in the CR. They specialize in teaching children and require well-qualified teachers. The school also claims to organize seminars for their teachers. Further, attitude towards universities was not much better. The opinion towards Masaryk University was unexpected. The teacher who teaches in the Russian Department assessed the attitude of the school towards further training as absolutely dissatisfactory in comparison to the teacher of the Mathematics Department. This shows that the opportunity to attend in-service courses depends on each Department, not at the university as a whole. The situation is the same with private language schools where only 2 of private schools where respondents teach offer workshops for their teachers. These are James Cook Languages and Progress Language institute (both in Prague).

- **Have you ever attended an in-service course?**

NSs, as well as Czech teachers, should make an effort to gain new knowledge and to improve themselves in the field of teaching. However, more than half of the respondents have never attended an in-service course. This can be caused by their working load. No relation between the degree and attendance at courses can be found. Therefore, it cannot be summarised whether or not M.A.s or B.A.s are more likely to attend in-services.

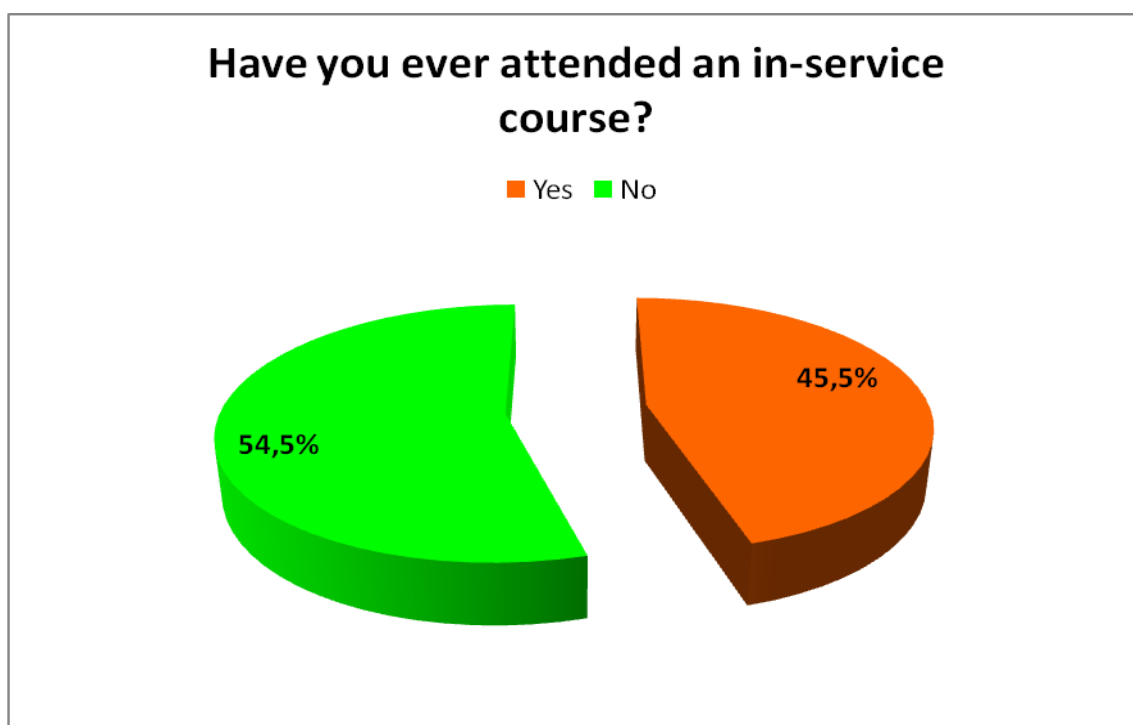


Fig. 22

- **If your school gave you an opportunity for further training, would you accept this offer?**

Fig. 21 above deals with schools and with their effort to further educate their NSs. However, the willingness to pursue further education depends on the NSs themselves. The graph below shows that only 54.7 percent of respondents would like to attend further training. *Why is the rate so low?*

Firstly, a good teacher might not have time for further training. A high-quality teacher typically teaches many hours a day, and therefore will likely not want to devote additional time to training. However, there is a general tendency that can influence a teacher through the years. When he teaches too long, e.g. three or more years, he seems to move around in circles and his job becomes a daily routine. In spite of the fact that a teacher often teaches different students every year, each school tends to use certain materials which do not significantly change a lot. This can be for many different reasons, such as price or quality of materials used. After awhile, it might feel as though the teacher was teaching the same thing multiple times each week. It can be argued that every lesson is different because students react differently to the subject taught when given the opportunity. However, the teacher still has to be prepared to give the same basic lesson over and over, which can get boring and lead the teacher to become stagnant.

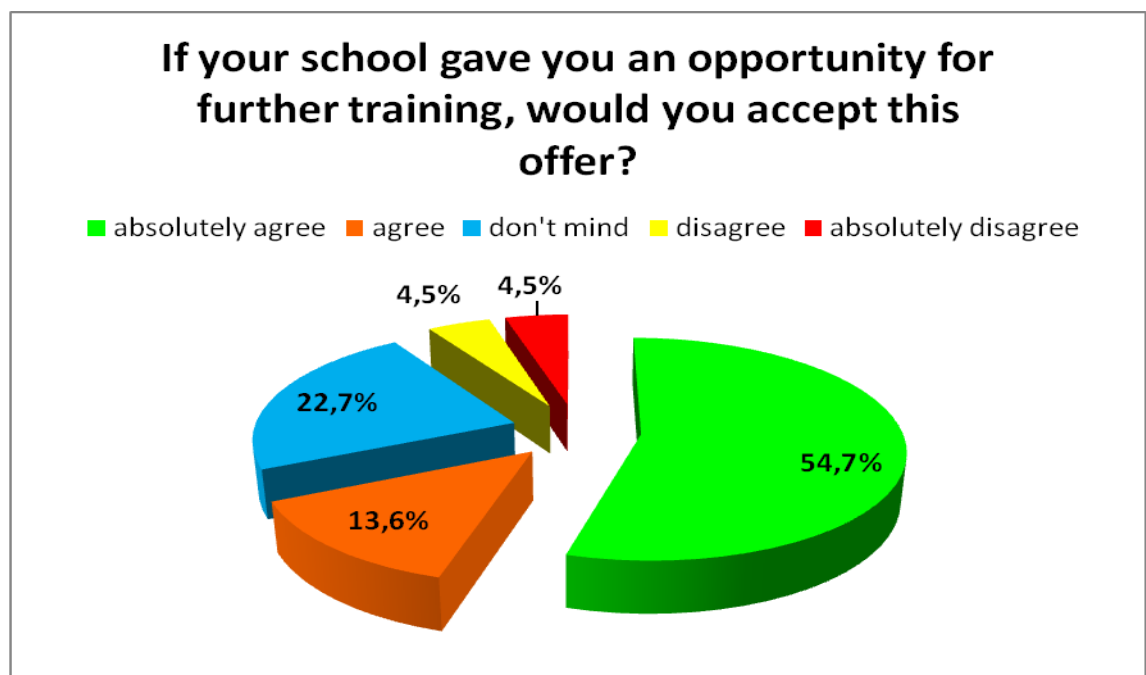


Fig. 23

- **Do you think that Czech schools use language that is appropriate to learners' needs?**

As mentioned in the theoretical part, the language taught in Czech classes does not correspond with the authentic language spoken in the streets. British English is typically taught to Czech students, as some standard must be given. The NS teachers speak more slowly than Czech teachers, and they usually use British expressions, or at least assimilate the language and point out the differences between the American and British languages. According to the replies, it could be concluded that NSs believe the language is appropriate for the learners needs.

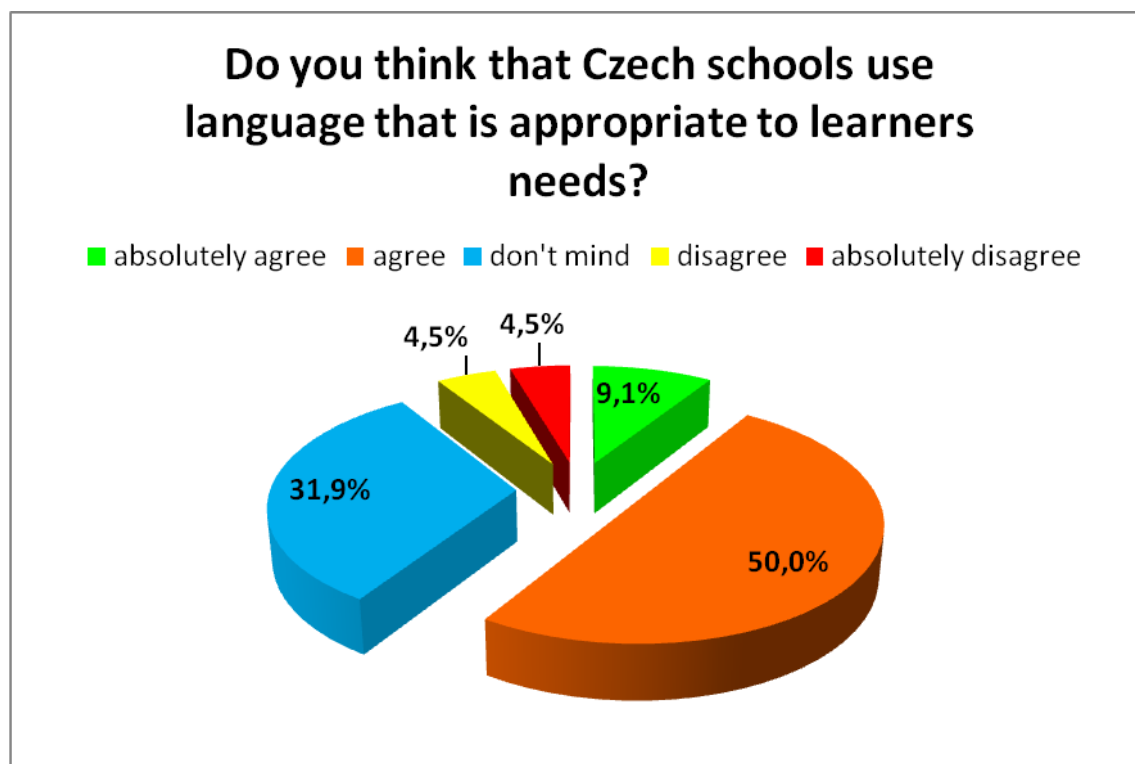


Fig. 24

- **Does your school offer you enough material for teaching?**

When counting up the percent of respondents who absolutely agree or agree with this statement, it can be summarised that NSs are satisfied with the amount of teaching materials available. However, two who do not agree with this work at secondary school and at university. This can be caused by the fact that the financial sector at state schools is afflicted with the financial crises as well. Schools usually do not provide original books for every teacher and teachers are limited in the number of copies they can make

as well. E.g. at some private language schools, teachers make copies for every lesson and they even do not get original books. The schools simply want to save money wherever they can. At many language schools teachers have to copy original books for themselves as well as for students. In some cases, students even have to make the copies themselves.

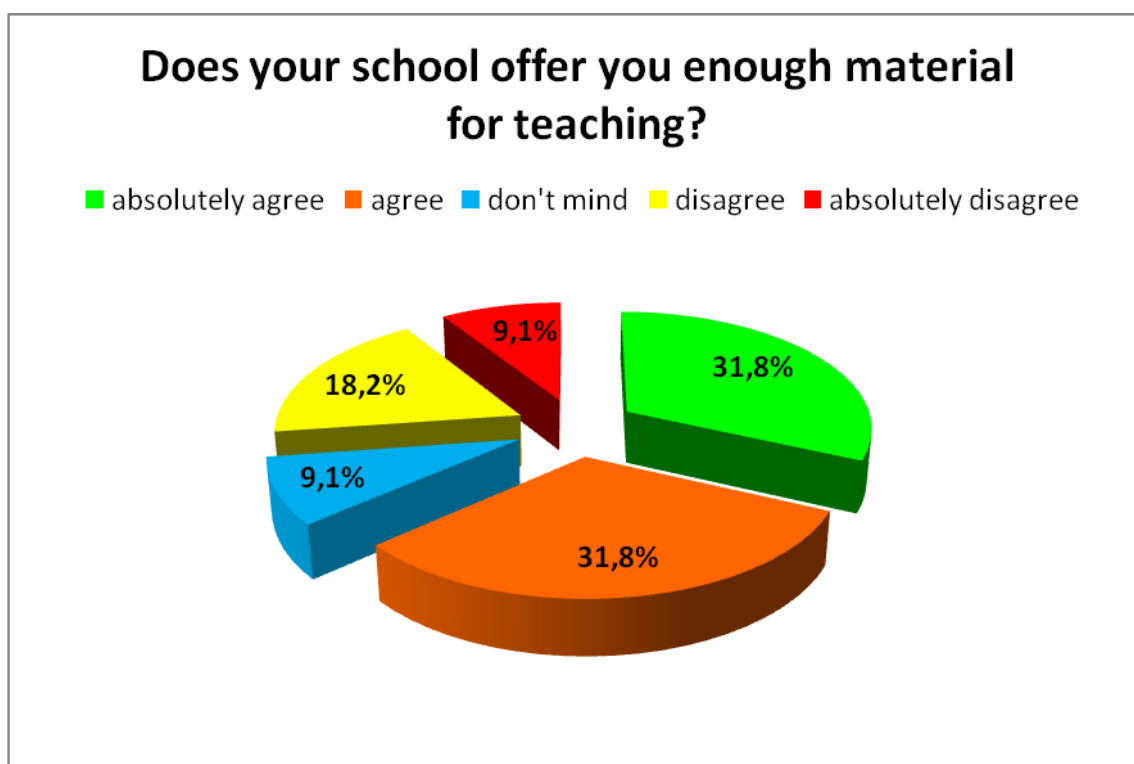


Fig. 25

- **Do you think the Czech government supports native speakers?**

This question was added in order to determine how satisfied the NSs are with the Czech government support. Czech schools make an effort to integrate NSs into Czech, education especially at nurseries. Children at lower ages are able to adapt better to a second language. Therefore, the integration of NSs is really necessary. NSs offer Czech children a great opportunity to start with the language at only five years. In the past, inhabitants of the CR did not have such opportunities. Because of the importance of NS in the CR, it seems logical that the CR would try to benefit from their services as much as possible. It is currently quite difficult for Americans to live and work legally in the CR. The government could carry out some steps to encourage qualified NSs to teach in the CR instead of discouraging them by making the process so challenging.

59.2 percent of respondents think that the Czech government does not provide sufficient support to NSs. Only one person absolutely believes that the government supports NSs enough. Surprisingly, there was no difference in the answers of British and Americans citizens; it is a fact that NSs from the UK can enter the CR more easily than Americans. Personally, I think that the Czech government does not support NSs enough, and that when considering the salary, the Czech government does not give enough support teachers in general.

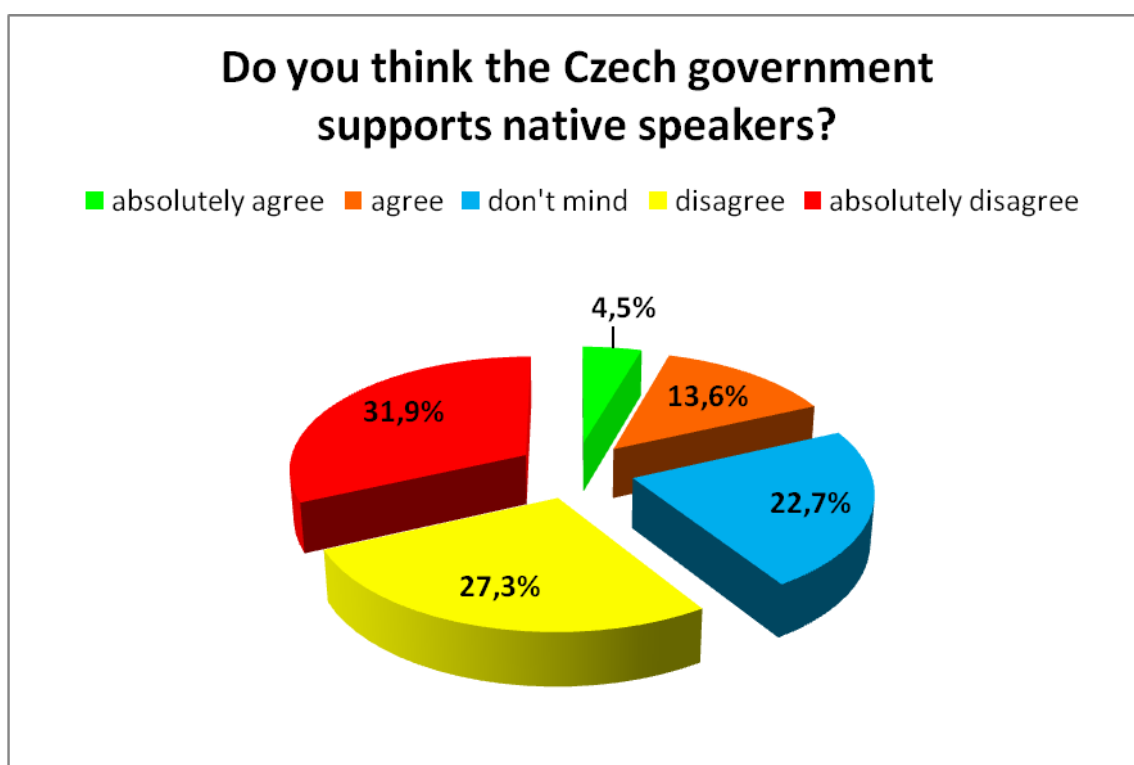


Fig. 26

- **What do you think the main objectives of your teaching are?**

This question was asked in order to obtain the opinion of NS teachers about the aim of their teaching. It was set as an open question so they could express their opinion as a whole. After summarising their answers, it was found that sixteen respondents included communication or speaking as the main objectives. Nine of them see this aim as the only one objective of their teaching. This data supports the theory that NSs help the students mostly with speaking skills, as they attempt to master the language as if it was their mother tongue. Three of the respondents stated that they also concentrated on writing. Only two respondents said teaching pronunciation was important. Apparently

one of these teaches at a primary school, where pronunciation is the most important skill for pupils just starting to learn English. The other did not reply where he teaches.

Certainly, NSs adapt to their students' needs. As one of the replies confirms: *“The main focus of my teaching is to provide skills which students will find useful in the working environment. “*

Lurissa Tucker, Bs.c. (Questionnaire, respondent Nr.2)

However, only one other respondent wrote the same, namely, that all four skills (speaking, reading, listening and writing) are of equal importance. However, this person emphasised speaking as well, which she views as especially important.

Two answers, which describe similar objectives, can be compared:

„I want my students to think critically and stop being so focused on grammar and facts and information. I want them to use me as a resource to improve their English and I wish they would speak more freely with me as this is the only way to improve their communication skills.“

Brad Vice, Ph.D.(Questionnaire, respondent Nr.1)

„To offer the students not only proficiency but also confidence in oral/aural communication in their individual level as well as through writing essays which develops vocabulary use and self-expression which can later be used in oral discussion. This is why I am against on-line chat discussions in the classroom. To be able to not only express themselves but be empathetic of the other opinion and be able to respond with further points(critical thinking) to increase the strength of their own opinion and views.“

Craig Morgan, M.A.(Questionnaire, respondent Nr.7)

Both men underline the importance of critical thinking as a part of communication skills. The first opinion sees NSs as a resource for Czech students, which demonstrates why NSs are usually hired at schools. They help students, as well as teachers, to improve their speaking. We can study English many years, but we can never be as sure of all vocabulary, phrases, pronunciation, etc as NSs who use English as a mother tongue. This raises the point that, for example, when a Czech teacher writes research or a book in the English language, he or she usually decides to have it checked

by a NS before publishing it. *Why?* It is on the account that no non-NSs could correct his work as precisely as a NS can. Generally, a Czech teacher cannot master the language, and especially its pronunciation, absolutely, unless he or she lived in an English-speaking-country from his or her childhood.

To reach a conclusion for the objectives of NSs teaching Czech students seems difficult. Firstly, NSs should help students to express themselves clearly and concisely in English. They help Czech students who do not have the opportunity to travel, to feel the difference between when they speak to them in comparison to Czech teachers. When a Czech teacher teaches, students still have the feeling of certainties. They can usually express themselves in Czech and they typically do so before attempting to express their opinion in English, which does not work well in theory or in actual practice. Secondly, NSs usually teach students who are at a higher level of English. Certainly, this is how it generally functions in the CR. It must be pointed out that this should be changed as one of the advantages of NSs is native pronunciation. On account of that, ideally, Czech children should be taught by NSs. Children typically do not have shame at this age and tend to behave naturally, in contrast to adult learners who are usually afraid of making mistakes.

- **What approach do you use for error correction? How do you correct your students when they speak or write?**

The question of correction is a commonly discussed topic, and it has been the subject of research many times. This question was included in order to show NSs opinions towards this topic; as it is generally said that NSs do not correct as much as Czech teachers do. *Are they more tolerant in that case?* Their answers might have described the methods they use error correction.

The questionnaire confirms that NSs may correct speaking mistakes less than non-NSs; as most of them pointed out that they let the “little” mistakes slide, and correct only the “big” ones. Generally, when you are a NS of any language, you are more tolerant towards non-NSs as your main target is to understand each other. When a student makes a mistake that is understandable and a NS can understand it, there is no point in correcting it. This can be used in the case that you do not concentrate on accuracy. As mentioned above, NSs generally support speaking skills the most. Only

one respondent corrects immediately. It has the disadvantage of simply breaking breaks up the flow of speaking. The student gets nervous and concentrates on speaking accurately. A NS whose goal is to teach students to communicate effectively should concentrate on conversation and fluency rather than correctness or detail. When correcting the speech, most of the respondents write down the mistake and correct the students after they have finished speaking or at the end of the class. The method that impressed me most was open class correction at the end of classes; when a teacher writes down the mistakes and writes them on the notice board or flipchart for the students to correct as a group. Correcting immediately can cause problems for shy and less confident students as they can feel embarrassed. Only one respondent corrects students with questioning, e.g. she asks: “What is incorrect? What is the right response?” This method can be convenient if the teacher does not stop the student while speaking. As the most often ways NS teachers use for correction of students were gathered the following:

- re-saying the sentence correctly (used by three respondents);
- using facial expression to signify a mistake (used by two respondents);
- correcting immediately (one respondent);
- correcting after students finished speaking (three respondents);
- writing down the mistakes and using review and correction at the end of the class (it is possible to allow students to find the mistake) (four respondents)

In general, when considering speaking, NSs correct less than non-NSs; as Czech teachers concentrate on grammar more. The difference in the field of writing seems lower. The aim of this question was not fulfilled, as many respondents replied that they did not write essays with their students because they concentrate on speaking. Additionally, Czech teachers correct grammar mistakes in writing whereas NSs concentrate on vocabulary and phrases more. As one respondent highlighted, the mistakes he corrects are syntax mistakes caused by translation from L1 (mother tongue) to L2 (foreign language). Finally, making mistakes is part of the natural process of learning a foreign language.

- **What do you think the advantages of native speakers in the Czech Republic are? (in comparison to Czech teachers)**

According to the respondents' answers, the following table has been created in order to present their opinion about the advantages of NSs compared to Czech teachers. Some of NSs mentioned more than just one advantage.

NSs are better at pronunciation	NSs master real language	NSs know more vocabulary and idioms	NSs simply master English better
10	8	5	1

Fig. 27

Pronunciation was mentioned as the biggest advantage of NSs. Students hear the native pronunciation throughout the entire lesson and they have to cope with the fact that they have to express themselves only in English. In addition, NSs who speak Czech should not let their students know, as it is best that the students think they can only speak in English if they want to be understood.

Real language means that NSs provide a more informal style than Czech teachers, a so called non-textbook style. NSs pointed out that their advantage was fluent speech. They help students use “up to date” English, as the “current slang” changes constantly; according to one NS teacher. E.g. I once used the phrase “*I am accustomed to*”, and an American girl did not understand what I wanted to express. Instead, she used an informal phrase and explained to me that she had never heard my phrasing and that she would never use it.

Furthermore, NSs claim to have mastered vocabulary and idioms better. Certainly, they know a wider range of vocabulary. On the other hand, some of them countered this statement with the idea that Czech teachers are usually better at explaining grammar. This can be the result of learning the English language as a mother tongue. NSs use language they have heard all their lives. They often cannot identify the grammar rules, as they do not need to explain why they have just used, for example, the present perfect in a sentence. Czech teachers have learned English as a foreign language and thus are familiar with many of its rules. For example, if we were to give the same test of English to a NS and to a Czech teacher who had mastered English on a

professional level, certainly the Czech teacher would take longer to write it and would make more mistakes than the NS. Not surprisingly, a Czech teacher also cannot explain Czech grammar to a foreigner in detail. E.g. if he was asked to explain the reason for Czech possessives such as “Jiřího auto, Martiny auto, Petra auto”, he would definitely not be able to explain the Czech rules of grammar. NSs recognize mistakes immediately, but do not correct all mistakes. They are simply more tolerant towards mistakes and concentrate more on general communication. Czech teachers, on the other hand, sometimes have to think about whether the phrase or grammar structure was used correctly for a short period before correcting.

In addition, modern teaching focuses on the Communicative approach, where teaching grammar is not as important as communicative competence. Only the mistakes which lead to misunderstanding should be corrected. The modern theory emphasizes communicative acquisition. For this purpose, NSs are the best choice, as they can help children at nurseries and at lower grades in primary schools to obtain better native like pronunciation.

- **Do you believe that a native speaker needs teaching qualification?**

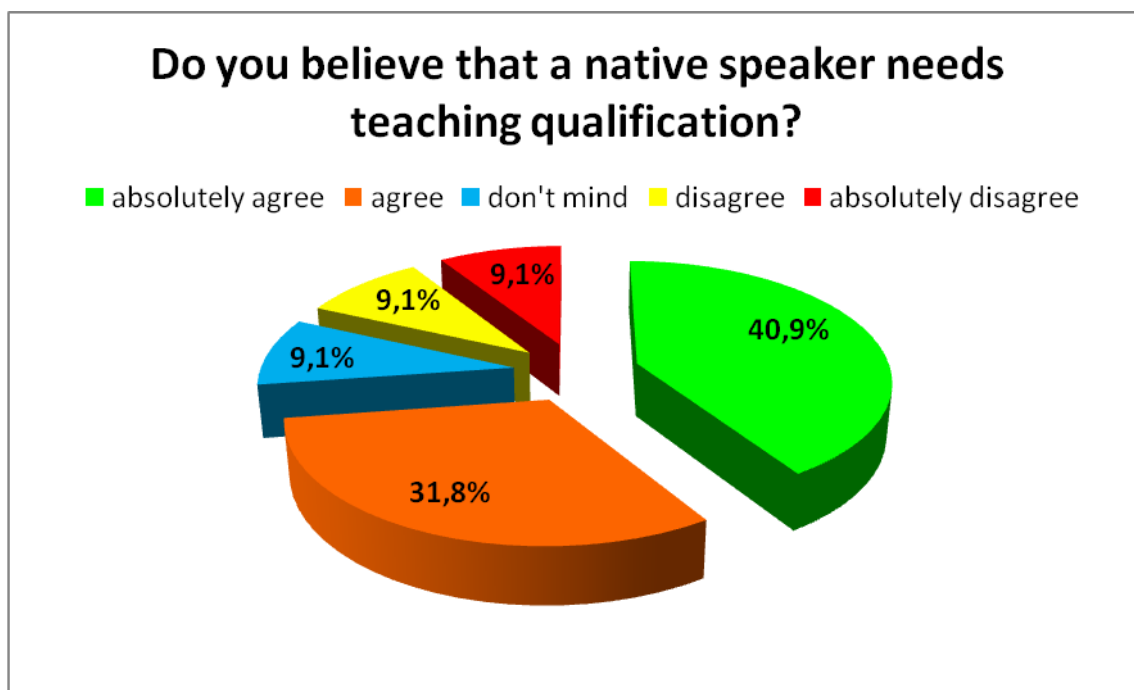


Fig. 28

The question of NSs' qualification is often discussed in the Czech Republic. Surprisingly, only two of the respondents do not believe that a NS needs a teaching qualification. One of them; who teaches at Wattsenglish Ltd. and was previously quoted, he or she does not have qualifications. The other teacher who agrees with this statement already passed a TEFL exam.

When considering the very few NSs who teach small children, it is important for them, as with a Czech teacher of English, to be able to provide games, songs and other materials. They must know where to find these materials. In addition, it is necessary to alternate between different activities, and to connect learning English with fun, games and movement. Of course, children learn the pronunciation easily, but the main problem can be simply keeping their attention, as they typically have short attention spans and the teacher must know how to capture their attention throughout the lesson. Only in this field certified professionals should be allowed to teach children. This is connected to the reasons why people decide to learn English. Adults usually decide to learn English because they feel they need to know it, and perhaps more importantly, because they need the language at work. Children do not understand why they should learn it, in spite of the fact that adults say so. However, e.g. at nurseries, small children might feel the need to communicate in a different language when their partner has a toy they would like to borrow. They continuously progress in learning in a non-violent way.

- **How many native speakers do you know who teach without an appropriate qualification?**

According to the Fig.28, most NSs believe that qualification is necessary. Despite this, 85.2 percent of them know at least 2 NSs who teach without appropriate qualification (see the graph below). The Czech educational system confronts a big challenge in this. If a NS English teacher in the CR were required to have a qualification in methodology, the result would be higher-quality lessons for Czech students. A feature not yet mentioned above is the fact that Americans must pay expensive tuition fees to obtain the university qualifications, and so it is even more challenging for the Czech Republic to obtain such teachers. In the UK the tuition is not as expensive, but it is not unknown for Americans to have ten or twenty thousand dollar debts for their qualifications which Czechs can obtain without any tuition costs at all.



Fig. 29

- Do you think different culture in the CR or prejudice against your nationality influences cooperation with your students?

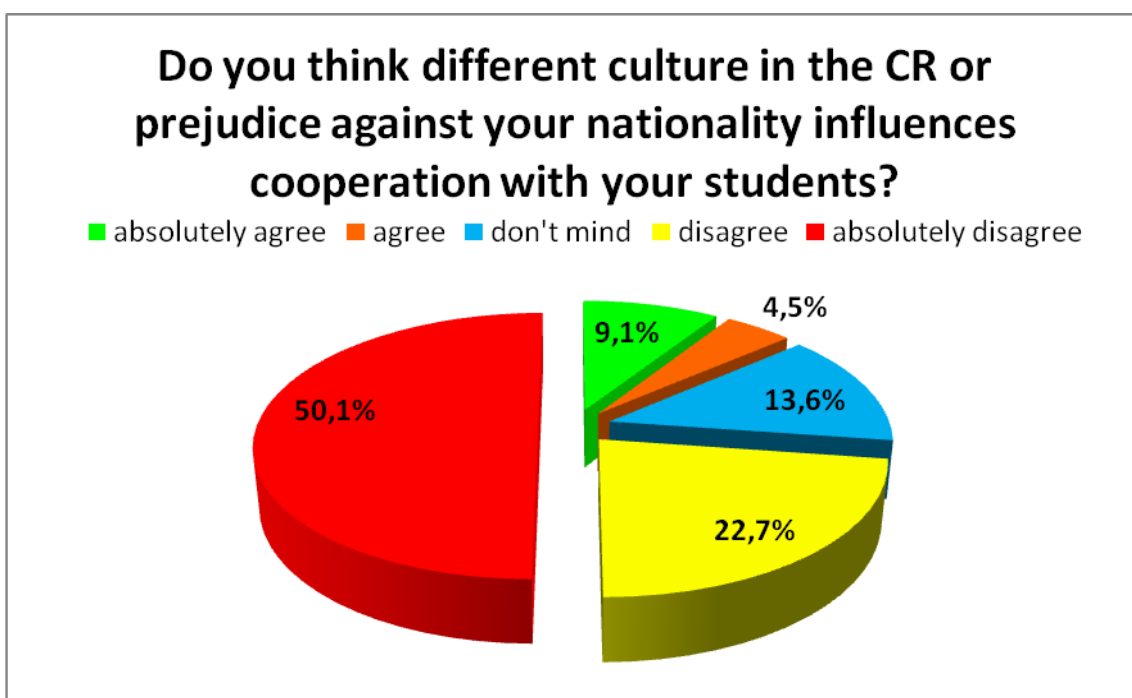


Fig. 30

Different cultures and customs may cause misunderstandings when communicating. The graph above shows that 16 of respondents think customs and prejudice do not have any impact on the cooperation with their students. Obviously, they show their students their culture in their classes, as demonstrated by the responses to the next question.

- **How do you teach your students your culture?**

As the Czech culture and the culture in English-speaking-countries differ, NSs might consider teaching their students about their culture. Nine of the respondents said they show their culture through comparison. In order to do this, they usually use newspaper articles and other literature (e.g. when teaching about holidays), and they also discuss the differences within the class and use videos and DVDs. The following answer summarises the opinion which is considered as the most suitable for teaching culture:

I relate it (compare and contrast) it to their own culture so that in some ways it is different and therefore interesting but also not completely disconnected from their own culture. I also look beyond customs and try to develop discussions through the ideas and sometime history behind the culture through music, simple text, etc.

Craig Morgan, M.A. (Questionnaire, respondent Nr.7)

Inevitably, comparing and contrasting the differences helps students to empathise with the customs of the other country. Therefore, this result was expected. Secondly, teaching culture through examples was mentioned as the other method in three cases. Two respondents use anecdotes to present culture, which is usually interesting. The Canadian respondent uses materials which are set out. This makes me think that many materials available in the CR still include information that is out-of-date or too conventional. In conclusion, teaching culture might help students to overcome culture shock that they could experience when going to an English-speaking-country; as the students could avoid embarrassing situations which ensue from different customs.

- **Do you think your salary corresponds to your performance and education?**

The Czech educational system, including all teachers, is suffering the consequences of the world financial crisis. Most NSs teach at private language schools, where they get higher salaries than they would in other institutions. According to the figure below, approximately one half of respondents are satisfied with their salary. On average, respondents who teach at primary and secondary schools are not satisfied with their salary, and teachers at private language schools claim to be more satisfied. However, in reference to the language schools and the actual crisis, many companies have decided to stop paying for company courses for their employers, which had been influencing private language schools to a great extent. These companies made the biggest profit for private fields of the educational system in the CR, as these classes were generally well-paid. Currently, the lower number of courses required in the private sector has led to a reduction in the cost of each course, which has also influenced the teachers' salaries. The schools generally provide higher salaries for their NSs teachers, who are favored by their students. For private schools the law is simple: the more students, the more money earned. On the contrary, this rule cannot be applied to public schools. Teachers in public schools are paid according to their degree, according to the place where they work (teachers in the big cities earn much more), according to the period they have taught and finally, e.g. at universities, according to the scholarship or research they have published as well. When comparing a university teacher in the English department and the German department, we must admit that the number of English students in attendance in a class is markedly bigger. However, the salary of teachers is the same. The English teachers have more work to do than the German teachers since they correct more essays, written tests and examine more students.

The Czech government should consider that other countries such as Austria and Germany provide higher salaries for NSs of English. Considering that these countries share borders with the CR, one may not be surprised that NSs may prefer to move to these countries in order to earn more money. However, because these teachers shape the futures of children who will one day be the leaders of the CR, the government should do everything they can to keep them in the CR.

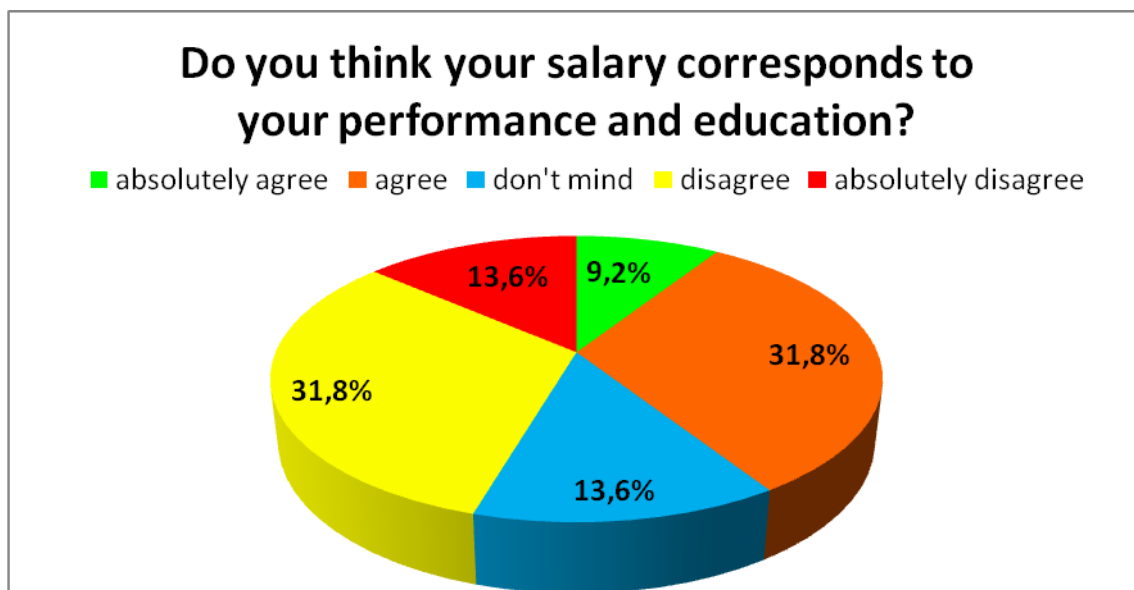


Fig. 31

- **Do you have any ideas or suggestions on how to improve the situation of native speaker English teachers in the Czech Republic?**

The first step which might lead to an improvement in the current situation of NSs might be their opinion, as they experience the disadvantages themselves and can contribute to progress in the field of Czech education. Consequently, this question was included in the questionnaire as well. Nine of the respondents stated that they were satisfied with the situation; two would welcome an easier visa process and one NS thinks that private schools should be run more professionally. One NS would welcome help with the bureaucracy and housing and the other mentioned that there should exist an emergency line in English, which might be useful for foreigners who come from English-speaking-countries. In addition, it was brought up that NSs should be paid more. However, the salary depends on the kind of institution where NSs teach, as well as the district in which they teach. If a NS wants to earn a lot, he must teach in bigger cities. The capital city Prague offers the best opportunity for a high salary. When teaching in the countryside, a NS speaker has to be informed that the salary is much lower than in the West.

Finally, as very impressive was found the answer that Czech system should make English a priority for children. English as an international language will definitely

become an essential part of the future. We cannot dispute the fact that children will influence the future of the Czech Republic considerably. Additionally, because English will make our lives easier, we should NSs better conditions, as they provide a natural resource for learning English.

3.2.3 Conclusion of the results

All research assumes certain results which are either confirmed or disproved with its results. Although these results showed the opinion of only 22 respondents altogether, many unexpected opinions and ideas were presented.

The results confirmed that 72.7 percent of NSs do not have any pedagogical education and 23 percent have neither a pedagogical degree nor a certificate for teaching. Surprisingly, the same amount; 72 percent of NSs, think that a NS needs a qualification for teaching. This could definitely be changed by offering a higher salary to qualified NSs. Almost everyone would prefer a better-paid job in Germany rather than to teach for such a humble compensation. It is obvious why only 4.5 percent of respondents decided to teach at a primary school. The number enquired by “Rychlá šetření “(translation of author: “Quick Enquiries”) by IIE was lower yet, and equaled almost zero percent. Obviously, NSs do not teach at primary schools, even though primary schools prepare children for life and as they are adaptable, they would definitely benefit from being taught by NSs.

However, the question is which qualification is needed. In addition, a high-quality qualification does not correspond to successful teaching and learning. On account of the fact that most of the respondents teach at private language schools, AJŠA is trying to enforce a standardisation of the salary of teachers. The main problem is that in the CR, no law exists which would control the salary for qualified NSs and qualified teachers as a whole. On account of this, it surprised me that one of the respondents came to the CR because of salary. As this woman teaches in Prague (she did not fill in the place of work) it is believed that she can get a higher salary than in other Czech cities as the demand for English courses is the biggest in Prague.

As was expected, most of respondents think that their advantage in comparison to NSs consists in communication, as they provide real English. In spite of the fact that they cannot name and explain grammatical rules as well as qualified NSs do, they

prepare learners for the real world of English as an international language. I often meet students who ask me why the American NS they met spoke different English than what they learn in school. As the English taught in the CR is mostly British and students are intermediate or upper intermediate, when meeting a NS, British or American, they seem surprised by the language spoken; e.g. with the difference use of grammar or different vocabulary. I always tell them that they should prosper from the possibility of speaking with NSs. I personally feel more confident in English when meeting and speaking to NSs because all English which is not used in everyday life can be forgotten more easily.

4 CONCLUSION

Being a teacher is not just an occupation. It should be regarded as a mission. Teachers are models for their students. NSs in particular serve as models of the English language for Czech students because they master the language on the highest level. I am soon going to be a qualified teacher. Working on this diploma has helped me and reassured me that an English NS would be optimal as a teacher for my daughter Natali, one who can help her to gain not only more native-like pronunciation and amuse her as well. As acquisition theory assumes, children should start with learning English as soon as possible. Therefore, I want her to start speaking with a NS already in a nursery school. Unfortunately, the Czech educational system does not support NS teachers and Czech English teachers enough, especially at primary schools. As shown in the theoretical part and confirmed in the research part, the public primary schools are full of unqualified Czech teachers and now almost empty of NSs.

When considering the qualification of NSs, the data obtained in research part does not necessarily have to correspond with the real situation because only 22 respondents were included. This could be related to the fact that they work full-time and simply did not have the time to respond to it. . However, the data does at least outline the current situation. Many of the respondents have a degree, but they are not fully qualified for teaching. In addition, 72.7 percent of them think that a NS needs teaching qualifications. Therefore, Czech schools should offer NSs who want to become qualified teachers public school courses or at least public courses (not just TEFL which lasts only 4 weeks.) This would give NSs of English an opportunity to master the methodology they need. For a NS, 2 years of studies could be enough to get qualifications a degree. They do not need practical language courses as Czech students do; therefore; they would only learn e.g. pedagogy, methodology and psychology as well. Nevertheless, the first step in attracting students to these schools or courses is by offering a higher salary. 63.6 percent of respondents are not satisfied with their salary. The number is lowered by NSs who provide private lessons and teach at language schools. The theoretical part showed that the salary in the CR is much lower than average in the EU. This could be one reason why many NSs confirmed (in the research part) that they have been in the CR less than 1 year. We can surely assume that most of them will leave for better conditions sooner or later.

The other aim of this diploma work was to summarize manage the way NSs teach and show students their culture. In the questionnaire for NSs, it was confirmed that they usually teach culture through comparison and that they use different materials, such as DVDs, magazines, etc. Surprisingly, more than half of respondents think that their origin does not influence their cooperation with their students. Therefore, as indicated in the theoretical part, the origin is not the most important factor for teaching, but personality is an element which influences the way of teaching. The work also showed that NS teachers have to cope with many disadvantages and challenges when teaching in the CR, such as different level of students' authority towards teachers, and rather negative reactions towards them by adult Czech learners who were brought up in Communism.

In conclusion, Czech children are the future of the CR, and the education of young Czechs already makes me nervous when I observe teenage children who cannot say a word in English, and have the same terrible accent as their unqualified teacher. To be certain, I'm also not a NS and I do not have Native-like pronunciation. Certainly I am capable of teaching in the future, but I would like to have a well qualified teacher for Czech children in combination with a NS. That way, children in the Czech Republic will be better prepared for life with the English, which as shown in the theory, is the language which influences the whole world.

5 SUMMARY

Diplomová práce se soustředí na rodilé mluvčí anglického jazyka, kteří učí anglický jazyk na českých školách, a porovnává jejich situaci s českými učiteli anglického jazyka, jak v sektoru státním, tak i v soukromém. Situace vzdělání v České republice, co se týče podmínek pro všechny učitele na státních školách, je alarmující. Anglický jazyk patří mezi žádané a víceméně podmiňující faktory pro přijetí do zaměstnání, pro budoucnost a pro komunikaci v dnešním světě všeobecně. Na školách se tento jazyk stal jazykem číslo jedna, jelikož jako mezinárodní jazyk spojuje obyvatele celé planety. Vzhledem k tomu, že jsem se stala matkou, začala jsem situaci vidět i z jiné perspektivy než z pohledu studentky a učitelky anglického jazyka. Naše děti potřebují prvotně kvalitní vzdělání. Již na základních školách (dle současného trendu dokonce i ve školách mateřských) by hodiny výuky anglického jazyka měli vést kvalifikovaní odborníci, ať rodilí mluvčí nebo čeští učitelé. Pomocí této práce jsem se snažila zmapovat situaci na českých školách a podmínky pro učitele anglického jazyka. Dále jsem se zamýšlela nad důvody, proč je výuka angličtiny v České republice na nižší úrovni v porovnání s jinými státy. Dalším cílem bylo zjistit, proč rodilí mluvčí Českou republiku brzy opouští a neusadí se zde na delší dobu.

V teoretické části jsem se zaměřila na role a kvality učitelů, které ovlivňují pedagogickou profesi, učení se cizím jazykům a vyučování celkově. Práce porovnává autonomii, odpovědnost a autoritu učitelů v České republice s učiteli v anglicky mluvících zemích a zejména se soustředí na platové podmínky a kvalifikaci rodilých mluvčí a českých učitelů, jež spolu ve velké míře souvisí. Pro pochopení situace rodilých mluvčí přicházejících do České republiky zahrnuje teoretická část kapitoly o kulturním šoku, který cizinci při setkání s kulturními odlišnostmi mohou prožívat. Praktická část (dotazník pro rodilé mluvčí) pak zahrnuje otázky ohledně předsudků studentů anglického jazyka vůči rodilým mluvčím.

Praktická část se nejprve soustředí na ředitele soukromých jazykových škol a vedoucí katedry anglického jazyka na univerzitě, kde je procento rodilých mluvčí vyučujících jazyk podstatně vyšší v porovnání se základními školami. Odpovědi respondentů ukazují jejich názor na kvalitu rodilých mluvčí na českých školách, na jejich přístup k nim a na způsob, jakým jim pomáhají se začlenit do českého systému. Dále se praktická část zaměřuje na rodilé mluvčí samotné. Pomocí dotazníku

umístěného na webových stránkách se snaží zjistit spokojenost rodilých mluvčích se současnou situací, kvalitou jejich vzdělání a míru kvalifikace pro učitelskou profesi. Ukazuje věkové složení a zastoupení národností. Ačkoli byl odkaz na dotazník poslán na mnoho soukromých jazykových škol, univerzit a umístěn na internetové stránky sdružující rodilé mluvčí, ohlasy nesplnily předpokládaná očekávání. Na dotazník reagovalo pouze 22 respondentů, proto se práce snaží využít spíše kvalitativní analýzy, i když byl dotazník původně vytvořen pro analýzu kvantitativní. Zpracování některých odpovědí je tedy pojato spíše formou uvedení citací respondentů, jež nejlépe odrážejí nejčastější názory na danou problematiku.

Cílem práce bylo přiblížit problematiku vzdělání a zastoupení rodilých mluvčích na českých školách a poukázat na to, že pokud česká vláda nenabídne rodilým mluvčím i českým učitelům kvalitnější podmínky, nemůžeme se divit, že se situace v budoucnu nezlepší. Kvalitní a kvalifikovaní učitelé budou i nadále učit spíše v soukromém sektoru nebo hledat jiné pracovní pozice a rodilí mluvčí budou Českou republiku i nadále opouštět. Dospěla jsem k názoru, že řešením by mohla být nabídka „rekvalifikace“ pro rodilé mluvčí, kteří nepotřebují pro profesi učitele angličtiny jazykovou přípravu, jelikož jazyk ovládají na nejvyšší možné úrovni. Z tohoto důvodu by bylo vhodné jim nabídnout možnost například dvouletého studia metodiky, pedagogiky a psychologie, během kterého by mohli získat potřebnou kvalifikaci. Sama si nedovedu představit, že mou dceru ve škole budou učit nekvalifikovaní učitelé. Jako matka chci pro své dítě to nejlepší a naše vláda by se měla snažit, co se jejích občanů týká, o totéž.

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Abbreviations:

ENG	England
EU	European Union
WLS	Wales
NIR	Northern Ireland
UK	United Kingdom
CSO	Czech Statistical Office (Český statistický úřad)
IIE	Institute for Information on Education (Ústav pro informace ve vzdělávání)
CEFR	Common European Framework of Reference for Languages
CSI	Czech School Inspection
MEYS	Ministry of Education, Youth and Sports (MŠMT in Czech)
AJSA	Association of Language schools and agencies (AJŠA in Czech)