

**UNIVERSITY OF PARDUBICE
FACULTY OF ARTS AND PHILOSOPHY**

**The Effective Use of Praise in Teaching Adults
Bc. Kamila Skalecká**

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Souhrn

Tato bakalářská práce je zaměřena na efektivní využívání pochvaly při výuce dospělých. V úvodní části je nastíněn pojem pochvaly ve své základní podobě, poté jsou popsány tři možné přístupy k ní, a to behavioristický, humanistický a sociálně konstruktivistický. Závěrem teoretické části jsou definována specifika věkové skupiny dospělých a jejich dopad na výuku. Za pomoci metody akčního výzkumu, respektive pozorování a rozhovorů se studenty, je v praktické části představen výzkum, jehož úkolem bylo zjistit, jak pochvala dospělé ovlivňuje a jakým způsobem je používána a vnímána. V další kapitole jsou získaná data analyzována tak, aby bylo zjištěno, jakým způsobem je potřeba do budoucna postupovat při užívání pochvaly. V závěru práce jsou tedy uvedeny prvky, které individuální studenty mohou ovlivňovat a kroky, jakými je třeba postupovat, aby pochvala při výuce byla co nejefektivnější.

Abstract

This bachelor paper was aimed at the effective use of praise in teaching adults. The introductory part focused on defining the term of praise in its elementary sense together with three different approaches that can be taken account to when praising and that were behaviorist, humanistic and social-constructivist. The theoretical part was concluded by defining the age group of adults and its specifics with a view to teaching. By means of action research and the methods of observation and interviewing, the practical part introduced research aimed to find out how the adult students are influenced by praise and in what ways the praise is used and how it is perceived. The collected data were analysed in order to find out how to use praise effectively in future. Final part of this paper summarizes the features and steps for using praise with individual students, which would be the most effective for them.

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1. INTRODUCTION

Praise is integral part of learning and teaching process, as well as of the whole life of a human being. Praise influences what we do and how we learn from the very early life but remains quite latent part of the process. This was the first idea behind this paper and a driving force to bring some of its secrets to the surface. Although it is a rather abstract topic, it should be possible to give some shape to things that all people perceive but often do not realize. Praise is a motivational factor and to learn something, motivation is crucial. Therefore, it is vital to find out what part praise plays in the process of learning. To be able to do that, it is necessary to have a closer look to how praise influences people, whether it does or not, whether it motivates them more or less and consequently, what are the effective ways of praising.

It is obvious that praise is connected to childhood, not only as for little children everything is new in the world they have come into but also when they start attending school for the first time and they get in touch with other educators than their parents. Nevertheless, it might seem that when these human beings leave school, they stop being educated and more or less, they stop being praised as the more they grow, the less they are praised. Praise is something what many people forget about on everyday basis and when they remember, it can change a lot of things, including the attitude towards something unpleasant. Therefore, this work hypothesizes that praise is important generally and even more with the adults, who might have lost its impact and pleasure in their lives.

Nowadays, more and more adults are getting to further education as this era requires highly skilled personnel. Thus, learning English at latter age is very common and a lot of people are coming back to notional school desks. Their motives are different, their experiences and personalities as well, in such sense, they are much more varied than school children and there comes the praise. Undoubtedly, with different individuals, the approach to praising them must be similarly different. Hence, after defining some opinions about praise and its importance, this paper will introduce three different approaches that are connected to praise and which could be considered when using praise with adults effectively. After that, some characteristics of the age group of adults and its teaching specifics will be introduced as the basis for the research.

2. THEORETICAL PART

2.1. DEFINING THE TERMS

To start with defining what praise is, there are different points of view and understandings of the term. As defined in Macmillan Dictionary, in its most elementary sense praise is „an expression of strong approval or admiration“, if used as a verb, it gives a comment „especially in public.“ (2002:1105) As will be later described, this can take many forms taking individual needs into account and the level of being strong and public shall be considered as well.

Generally, most people like being praised as it raises their confidence and self-esteem. When they have enough praise, it can maximize their effort and performance. In accordance with Maslow's hierarchy of needs, some might even think that human life mostly comprises of attempts to achieve praise for their actions. Although some people might neglect it and feel resentment towards it, the majority likes the feeling of satisfaction when hearing some form of approval. Therefore, these features will be discussed together with those aspects that make it counter-productive as in the case of excessive praise which loses credibility.

Firstly, it can be mentioned that Matějček describes how even a child half a year old smiles and shines as a reaction to the tone of voice, gestures and miming as means of praising. With gradual evolution, verbal praise is added as children start to understand the meaning of words. Then it leads to high eagerness, which needs to be coordinated so they would not start showing off. (2007:78) However, similar features can be seen with the adults as well, although they, on the contrary, are not probably used to be shown praise and approval so often, therefore they can rather feel ashamed due to unexpected and uncommon situation.

It is further declared that „praise becomes one of the most effective means of motivation,“ which Matějček states within the area of raising children. (2007:78) Nevertheless, this is also necessary within the whole educational process and not only with children, but also with the adults as they also need to be stimulated, especially with language learning, as their motives are much more varied than those ones of school children.

According to Nunan & Lamb, even though they are difficult to define, affective factors, like praise, are crucial for effective learning. There is a high correlation between

motivation and achievement and „the ability to motivate students to learn is a key skill in every teacher’s repertoire,“ although it is ultimately the student who should become self-motivated. (1996:208-209)

As stated by Chalk & Bizo, previous research has shown that praise influences the way in which pupils view their intelligence, how they approach tasks and how they react to failure. Studies have shown that teachers play an important role in praising pupils and that the level of pupil on-task behaviour increases as teachers increase rates of praise. The findings from this study suggest that *specific praise* can make a significant difference to pupils’ learning. Specific praise is effective because it provides informative feedback about what the pupils are doing and how they are doing it. This allows pupils to reflect on their learning and use it to guide future actions. (2004)

There are various ways how to approach praise and its use, therefore to look closer at them, behaviourist, humanistic and social-constructivist approaches will be discussed in the following chapters.

2.2. BEHAVIORIST APPROACH

To start with learning theories with which we can approach praise, behaviorism, belonging to those historically oldest, will come first. Behaviorists give probably the most cogent arguments in favour of praise and encouragement. As Matějček exemplifies, when people associate something with fun, excitement and joy, they look forward to it next time and behave in the way to help these positive feelings come again and if praised, a circle of positive emotions is initiated and can start being prosperous. (2007:28)

Petty discusses the influence of praise on motivation and self-confidence in the following way. If there is no reaction, nor praise or too much praise, praising for things which are not quite right, there is really low motivation. Thorough analysis of problematic areas, helping how to avoid mistakes and mentioning that there is still a lot to improve is very demotivating for students under average and leads to giving up their effort similarly as if there is no reaction or encouragement. If there are some aspects praised, some criticized, stating that the performance was generally good and that it has been improving gradually, the motivation raises to the highest level and the progress is similarly higher as this approach is the most encouraging due to evaluating success and giving advice on improvement. (2002: 56)

To sum up his idea, as long as students are praised, they are encouraged. If they feel like not being noticed, they lose interest, but if their success is evaluated and praised, there is an obvious increase in motivation due to appropriate constructive critique. However, evaluating by praise and critique but stating that the performance is average would not be a driver for the future improving performance as well.

Petty further suggests that when students do not experience success to be evaluated, they will learn nothing. To be praised and feel satisfied, they have to fulfill some tasks given by teacher so creating opportunities for students to experience success is dependent on tasks given. Therefore, the aims should be achievable for everyone, tasks should be divided into parts to provide opportunity to praise every correct step, it is important to give enough time to finish the task, to praise even part of a success or at least the effort. (2002: 57)

On the other hand, critique is unavoidable when teaching but it is mostly not pleasant to people and to make it acceptable, it should be constructive. According to Petty, it means that it should draw attention to a mistake and explain how to correct it - then it is taken rather as advice. It should also be rather positive than negative by saying „do it like that“ instead of „don't do it“ and if possible, it should be followed by words of praise. Finally, he emphasizes that praise is strengthened by direct eye-contact and a smile, which makes it personal. (2002: 58)

According to behaviorists, praise is the form of so-called „positive reinforcement.“ Chalk & Bizo define praise as an expression of approval or positive reinforcement about behaviour, which involves affirming a correct answer or positive feedback e.g. “well done”, “nice job.” Specific praise is defined as an expression of approval which also contextualises behaviour by relating the praise to the actions taken by the pupil. It involves precisely stating or describing the praised behaviour, for example “it is clear that your essay was thoroughly researched and provides quality evidence to support your conclusions”. (2004)

As defined by Skinner, positive reinforcement means that students' success should be perceived more than failure and evaluation should come as soon as possible and should be given to all. The forms of such positive reinforcement can be the following: listening to students with interest, accepting their opinion, giving them enough time and attention, showing respect to them, expressing trust to them and

satisfaction with their results by smile, facial expressions or generally being interested in their success sincerely. Such evaluation is given extrinsically by a teacher but it can be given by the useful information acquired within the lesson of a particular subject itself, which is influenced by the teacher secondarily. (Petty, 2002:59) With this Skinnerian theory, praise is just one of positive aspects of ELT process but these others mentioned above are to be found in the analysis within the research so they have to be taken into account as well.

Apart from this, there are also forms of intrinsic evaluation, among which self-critique and internal praise can be found. As Petty suggests, such forms should be directed or „legalised“ by a teacher from time to time although they are supposed to have a great importance. Internal praise is even by some considered as the most important motivational factor. However, students are often self-critical, usually when they feel to be slow or worse than others or even when they realize their performance could be better if they tried harder. (2002:60)

To summarize that, behaviorist approach suggests that people enjoy things, and consequently learning, as long as it is connected to excitement. This can be achieved by motivation given initially by praise. Then it is necessary to find a compromise in the amount of praise given, otherwise it would not be motivating, nor effective. According to behaviorists, to be able to learn something, praise must be an integral part of ELT process and to assure this condition, it is essential to find something to be praised at all times. Finally, praise should be included in positive reinforcement aimed at students, which involves not merely praise but non-verbal communication too.

2.3. HUMANISTIC APPROACH

One of the innovative approaches connected to praise can be considered as humanistic. To be able to relate praise to it, it is necessary to introduce basic concepts of humanism. Stevick (1990) introduces five components included in humanism as follows:

- feelings that make people feel good and bring enjoyment,
- social relations that encourage friendship and cooperation,
- responsibility in the sense of the importance of need for public criticism and correction,

- intellect that includes free exercise of the mind, knowledge, reason and understanding,
- self-actualization that brings one's deepest qualities and believes that „the pursuit of uniqueness brings about liberation.“

However, he notes that the responsible approach to such humanistic view relies on reason and logical analysis and uses intuition as a source of hypothesis to be tested and is careful to exercise critical judgment. (1990:23-24)

According to Skalková, humanistic psychology is based on thinking that every being has internal need of making use of all its potential. To educate within this opinion, it means to make pressure on good values and directing towards full humanity. Supported by Maslow's theory that internal natural character of human being is good or at least neutral in its core, creativity, spontaneity or authenticity belong to such potentials. They are set biologically, but developed by the influence of family, environment, culture and last, but not least, the process of learning. (1993:101) Therefore, these are the features that should be considered as the ones of higher sense when approaching education humanistically.

As for the aspects of humanism mentioned above there seem to be two major ones. As Moskowitz states one emphasizes feelings as „learning is affected by how students feel about themselves“ and the other one brings out the uniqueness of each individual. She further describes these self-actualizing people as the ones who, among other characteristics, „have a strong sense of responsibility and are independent and look to themselves for their own growth.“ To sum up her opinions, humanistic techniques engage the whole person, including the emotions and feelings as well as linguistic knowledge and as derived from the work of Carl Rogers, it can be seen that methods based on humanistic factors in language learning attempt to provide emotional support which is necessary to meet „the egocentric, transactional, and motivational necessities of second language acquisition.“ (Stevick, 1990:27)

To support that, Cangelosi mentions detrimental effects of praise in a way that students' self-evaluation should not be built upon what the others think of them although praise motivates and initiates desired behaviour when students evaluate themselves according to the opinions of the others. Then it can happen that students can

rely on praise too much and become dependent on it instead of being able to assess their qualities themselves. (2006: 42)

In relation to praise, Fontana describes how apart from examining and grades, extrinsic motivation includes praise as the matter of course. If one is successful in this, it helps to build up pupils' prestige in their own eyes as well as in the eyes of teachers or classmates. By finding out that success brings rewards, they create aspirations for which they endeavour even more ambitiously. This requires a range of factors to take into account. As some pupils experience failure rather than success, it is necessary for the teacher to offer an opportunity for success even at the lowest level, which helps the pupil to aim higher gradually. It is also necessary to shorten the gap between work and result as much as possible to make learning more effective and to decrease the possibility of losing the interest in a task and its completion. Pupils should compete rather with themselves than with others to be able to maximize their efforts, which is necessary to realize when formulating words of praise. Similarly, it should address the aims of the group to make the atmosphere of cooperation more positive and effective. He concludes that praise is a highly rewarding experience and helps creating warm and productive relationships between the teacher and the class. On the other hand, it can coordinate pupils too much if it is given for something too noticeable. Then they can leave their ideas and concentrate just on what the teacher praised so positively. It should be used not only as approval of the particular task but also for stimulation of pupils in order to continue developing their acting in terms of creativity and intelligence. (2003: 153-154)

Furthermore, Huitt suggests that humanism believes in the necessity to study person as a whole, „especially as an individual grows and develops over the lifespan.“ Consequently, the study of the self, motivation, and goal-setting are areas of particular interest. (2009) According to Gage & Berliner (1991), one of the basic principles is that „self-evaluation is the only meaningful evaluation of a student's work.“ In this view, it should not be important for the teacher to develop students' abilities to meet external expectations but to support internal development and self-regulation. They further state that „feelings are as important as facts“ which humanistically-oriented educators should take into account. (Huitt, 2009)

In accordance with Carl Rogers's view, humanistic teaching should provide more response to student feeling, use of student ideas, discussion with students, praise of students and smiling with them. This can be summarized by the title of Aspy and Roebuck's study of models defined by Rogers: *Kids Don't Learn from People They Don't Like*. (Huitt)

As Skalková suggests with humanistic open education, the basic attitude of a teacher is that of accepting pupils and helping them in their personality development. The teacher should help creating relationships of common respect and organizes teaching in order to help pupils experience more success rather than failure. The teacher should consider specific characteristics and conditions for learning of individual students and their needs. Different pace of work should be also taken account as well as the teacher should intervene instantly when students are having troubles when learning or speaking. (1993:85) Such approach requires teachers to learn constantly to master their skills, therefore action research presented in the practical part of this paper is supposed to provide opportunity for such improvement. Particularly, the feature of intervening when speaking will be dealt with in the research as it is considered as preventive for not experiencing demotivating failure for students.

To sum up, the basic concepts of humanism were described. It was found out that this approach suggests that it is human nature to do all the best and the role of a teacher simply lies in facilitating learning. It is crucial to take person as a whole and consider his/her qualities and the emotional factors to be able to make the most of it. Praise is necessary for building up self-esteem and confidence, it also supports self-actualization, thus helps learning with the condition of producing good, creative atmosphere and relationships.

2.4. SOCIAL-CONSTRUCTIVIST APPROACH

According to the theory of social constructivism as defined by Kalthous & Obst, education is a social process, which is realized via communication among people, no matter whether directly or not. It is an active process, in which learning happens via what the students do and the role of a teacher is that of enabling the student to involve in particular activity. In this process, knowledge is *constructed* by a student, not transferred by a teacher but the process of learning, thus the process of constructing the knowledge, is largely influenced by the teacher's activity. (2002:55,56) Consequently,

praise belongs to the activities of a teacher, which can influence students' construction of knowledge and the encouragement is necessary for the student to involve in activities.

Moreover, as stated by Johnson & Johnson, learning is a personal and social process, which is initiated when individuals cooperate on constructing common meanings and comprehension. The more complex is the subject to learn, the more important is the positive social climate and the more social encouragement must be given. The difficulty of requirements on students and the amount of encouragement must be balanced in order to let the students deal with stressful situations which ELT process obviously brings. (1994: 262)

As described by Kim, social constructivists believe that reality is constructed through human activity. Members of a society do not invent the properties of the world individually but together. They also believe that knowledge is a human product, and is socially and culturally constructed, while individuals create meaning through their interactions with each other and with the environment they live in. Moreover, learning is viewed as a social process which does not take place only within an individual, nor is it a passive development of behaviors that are shaped by external forces. Consequently, meaningful learning occurs when individuals are engaged in social activities. (2001)

Hoover (1996) suggests implications for teaching, one of which is that students must apply their current understandings in new situations in order to build new knowledge, then teachers must engage students in learning, bringing students' current understandings to the forefront. Teachers can ensure that learning experiences incorporate problems that are important to students, not those that are primarily important to teachers and the educational system. Teachers can also encourage group interaction, where the interplay among participants helps individual students become explicit about their own understanding by comparing it to that of their peers.

Furthermore, he adds that constructivist professional development provides opportunities for teachers to test their understandings and build new ones. He argues: „Teachers teach as they are taught, not as they are told to teach.“ Thus training that affects student-centered teaching cannot come in one-day workshops. It requires systematic, long-term development that allows practice and reflection on that practice.

(1996) Therefore, research in the practical part will try to focus on encouragement in such a way to ensure social constructivist ways of learning.

To conclude the above opinions, this chapter described social constructivist approach towards learning in a way that students construct new knowledge on the basis of what they already know. Similarly as humanism, it requires the teacher to assure such environment and activities where constructing knowledge would be possible. This approach highlights cooperation and social interaction, which should be supported by encouragement of a teacher.

2.5. PRACTICAL IMPLICATIONS

WHOM TO PRAISE

There are certain patterns, which are usually followed in choosing the direction of praise. Obviously, it is easy to praise good results but effort is also something that counts. Petty states that some have good results without any effort and if they are praised all the time, it makes them lose the effort. Contrarily, some have worse results with a lot of effort and can be discouraged if not praised for the effort. Therefore, weaker students need and deserve praise at least in the form of an encouraging nod the most as they have little help of natural talent and abilities. He gives advice on „a cure“ of a slow or unmotivated student by praising at least twice per lesson for something we can find he/she did right. However, it is not just the praise itself which influences a student but the emotional reaction to it is crucial. Such reaction originates on the basis of trust to the teacher in sense of sincerity and the respect for the teacher's judgment. If there is no reaction, Petty recommends to be patient and to consider all the motivational factors. (2002:61-62) This suggestion for practice combines features of behavioristic mechanical effects of praise with humanistic emotional approach based on teacher-student relationship and supposed common trust and respect.

Even those who are not in favour of the teacher or those who is the teacher afraid of should be encouraged. Petty argues that it is necessary for the teacher to learn how to be nice to them and approach them with encouraging smile. When such ability is acquired, it assures the respect from other students and better relations between teacher and students and in the end, it can build up the respect of the disruptive student. (2002:64)

It should be of high importance to check whether all the students can experience success. Hence, the teacher should systematically focus on dividing praise among all students.

This aspect will be concentrated on in the practical part as it can be observed that, obviously not only, for beginning teacher it really is a challenge and the amount of praise given can vary significantly.

HOW TO PRAISE

Firstly, praise should not be too *public and official*. Petty points out that praising publicly can cause the feeling of being ashamed by some as it is in opposition to their image of school and learning opponents, which they try to create. Consequently, face to face praise is generally accepted by all as well as the one expressed informally and non-verbally by facial expression, tone of voice or gestures, which is valid for expressing critique too. (2002:59-60)

As for the effectivity of praising, Matějček also finds out that it is higher when the praise is completely informal than when it is carried out too officially. There are obviously no common instructions, nevertheless, praise should be showed foremost *sincerely* and especially so that correspond with the personality of a teacher and the particular situation. (2007:79) Therefore, it is something which should be consciously focused and concentrated on when teaching and can be effectively improved when considering the situations and different personalities of students and teachers themselves.

Secondly, praise should be *specific* as mere „correct“ means just „not incorrect.“ Petty exemplifies this as instead of saying „your pronunciation is good“ it is necessary to point out „the way you pronounced this was exactly how it should look like.“ Moreover, it should be used for real success and effort, not for something which is obvious and deeply rooted. (2002: 60-63) If it is more specific it is also possible to avoid praising too much, which loses the value.

As the research will try to find out whether the observed use of praise is effective or not, it is essential to make points of what can be considered as effective. According to Brophy (1981) effective praise has got following features:

1. is delivered contingently
2. specifies the particulars of the accomplishment

3. shows spontaneity, variety and other signs of credibility that suggest clear attention to the student's accomplishment
4. rewards attainment of specified performance criteria, including effort
5. provides information to students about their competence or the value of their accomplishments
6. orients students towards better appreciation of their own task-related behavior and thinking about problem solving
7. uses students' own prior accomplishments as the context for describing present accomplishments
8. is given in recognition of noteworthy effort or success at difficult tasks for the particular student
9. attributes success to effort and ability, implying that similar successes can be expected in the future
10. fosters internal attributions, such as that students believe that they expend effort on the task because they enjoy the task and/or want to develop task-relevant skills
11. focuses students' attention on their own task-relevant behavior
12. fosters appreciation of, and desirable attributions about, task-relevant behavior after the process is completed.

On the other hand, features of ineffective praise are considered as following:

1. is delivered randomly or unsystematically
2. is restricted to global positive reactions
3. shows a bland uniformity that suggests a conditioned response made with minimal attention
4. rewards mere participation, without consideration of performance processes or outcomes
5. provides no information at all or gives students information about their status
6. orients students toward comparing themselves with others and thinking about competing
7. uses the accomplishments of peers as the context for describing a student's present accomplishments

8. is given without regard to the effort expended or the meaning of the accomplishment for the particular student
9. attributes success to ability alone or to external factors such as luck or task difficulty if it was easy in fact
10. fosters exogenous attributions causing that students believe that they expend effort on the task for external reasons - to please the teacher, win a competition or reward, for instance
11. focuses students' attention on the teacher as an external authority figure who is manipulating them
12. intrudes into the ongoing process, distracting attention from task-relevant behavior.

Finally, praise should be *frequent* as it makes better atmosphere in class. Paraphrasing Petty, if there are 30 students in a weekly class and only one is praised every lesson, some of them would be praised after several months which is a common problem of beginning teachers. Therefore, if all should be praise at least a little every lesson, praise should come every minute and a half, he counts. To be able to put this into practice, he suggests that ordinary things should be praised otherwise the students whose performance is not extraordinary would never be praised. (2002:61) Nevertheless, this supports the opinion of behaviorists who tried to show that the more often and frequently praise comes, the stronger motivation students have.

The role of critique has been already shown within the behaviorist approach showing that it is a necessary part of evaluation process. However, it should be connected to praise to make a complex motivating unit. Šoferová also suggest that praise should be part of „evaluation sandwich.“ Resulting from the presupposition that everyone does something right, it should include praise for what has been done correctly, followed by the advice on what can be improved and concluded by motivation. She states that when people are praised, they have a really good feeling, which motivates them significantly. However, if we start to take something automatically, we start to criticize, which slows down improvement. As sociological and psychological researches show, the lack of praise is one of the main reasons for dramatic decrease in the ability to learn. (2008:40) Criticism should therefore go along with something pleasant. Quoting W. Somerset Maugham: „People ask you for criticism

but they only want praise.“ (Harper) This can be interpreted as people like praise only but they try to face critique and that is necessary to take into account.

To sum up, positive evaluation is essential for success, it maximizes the pace, improves relationship between teacher and students and minimizes disruptive behaviour as the disruptive individuals need positive reinforcement the most. On the contrary, if we take failure into account, the critique should not be too strong. This is supported by Carnegie on the example of president Lincoln, who wrote a letter to general Mead strongly criticising his failure at one of the Civil War battles but never sent it as he knew that strong critique never leads to any results. (2002:34)

To summarize how to use praise, it has been stated that praise should not be used too publically and officially as the most important is to be sincere and rather informal. To avoid vague comments, it should be specific, focused on one particular aspect. Moreover, it should come for real success and effort, not for things which are obvious. Summarizing points about effective praise were introduced as the basis for research results analysis criteria. According to behaviorists, praise should be frequent and additionally, inspired by the theme of treating critique discussed in behaviorist part, it should go along with carefully used criticism.

2.6. DEFINING THE AGE GROUP

Finally, it is necessary to mention that teaching environments, approaches and styles of teaching will be more effective if they are tailored specifically to adults and not simply an application of the pedagogies used with teaching children. Therefore, it is vital to define who an adult actually is. According to Knowles, it is “one who has arrived at a self-concept of being responsible for one’s own life, of being self-directed.“ (1984:9)

Basically, as introduced in his concept of andragogy, Knowles considers teaching adults as learner-focused in nature, while Merriam & Caffarella (1999) state that andragogy is grounded in humanistic learning theory. (Cercone:143) The praise should be aimed at certain areas typical for adult learners. These can be retrieved from the work defining andragogy by Knowles, who identified the following characteristics of adult learners, closely connected to their motivation:

- Adults are autonomous and self-directed: they should be actively involved in learning process, allowed to share responsibility for discussions, presenting ideas or group leadership,
- Adults are goal-oriented: it is necessary to show them how the class will help them to reach their goals,
- Adults are relevancy-oriented: let them see the reason for learning something,
- Adults are practical, focusing on the aspects of a lesson most useful to them in their work,
- Adults need to be shown respect. (Lieb)

The last characteristics is probably the one connected to praise the most. As the adult needs to be treated as valuable, allowed to share opinions and experiences freely in the class, they need to be supported somehow to be able to practise this, while praise can be one of the effective tools to achieve that.

To define the adulthood, Vágnerová states the most important features. In terms of law, reaching adulthood is defined by a particular age. Biologically, adulthood is related to maturity connected to age. Nevertheless, to define it psychosocially is much more complicated. As the most essential features are considered independence, freedom of own judgement, decision and behaviour, connected to responsibility for own decisions and actions and responsibility in relation to other people. It is also connected to gaining more self-confidence and self-esteem. (2000:301)

As for the thinking of adults, one of the features mentioned by Vágnerová is the ability to accept that their way of thinking is not quite exact and to be critical to themselves. They realise they can be influenced by subjectivity, lack of needed information and they do not enforce their suggested solution of a problem as the only one possible. Gaining experience is conditioned by more criticism of own thinking. Generally, an adult is realistic, realizes many sides of life reality and accepts relativity of different opinions and possible solutions. Especially in young adulthood, own knowledge is considered as a tool for gaining some other particular aim. (200:308) Therefore, for English students the language itself might not be that important and their motivation to study can be the subject of discussion.

As for the difference between the sexes, there are different expectations from the society. Men are considered to be more independent and dominant in decision-making, often less sensitive as well. Women are regarded as considerate and sensitive and their approach is supposed to be more emotional. For women, relationships to particular people or a social group are more important than abstract right and justice. (2000:312) This can be a feature that could be seen in the relationship towards and understanding of praise by both sexes. The research could therefore find out whether men are less sensitive to praise than women and whether women seek for more emotional expressions within the social group of an English class.

When **teaching adults**, it is necessary for the educator to realize that the adults are not „blank sheets to write on, nor do they need others to take control of their lives.“ Within education, they should set their own context of their life with the knowledge, skills and insights gained from education. (Nolan, 12) Furthermore, Mužík mentions didactic principles, one of which is the principle of individual approach. He highlights that educational process for adults should respect individual differences among participants, especially as far as their learning abilities, different previous knowledge and experience and different learner needs are concerned. It should enable the opportunity for individual work and thinking as the adults apply their knowledge individually. Another principle he mentions is the one of feedback and transfer. He argues that teaching adults is unthinkable without constant feedback showing the image about what the participant has learned. (1998:112)

In andragogy, treating adults is seen as humanistic approach to teaching. Basically, when praising, characteristics of adults, defined by Knowles above, should be considered. Another characteristic of adults mentioned, which is advisable to take into account, is that of being able to be critical to themselves as that is how they gain experience. Moreover, the differences between adult males and females were described, thus finally, all of these aspects are to be considered when teaching adults.

3. PRACTICAL PART

The aim of the research is to find out how praise influences adult students within the ELT process. It tries to find out in what ways they can be praised in order to be more motivated in the learning process as they often do not get sufficient amount in their lives, which can be quite different from how they were praised as children. The adults are often more shy than children, especially with pronunciation or intonation, therefore they need to be supported somehow.

The research hypothesizes that praise is important not only with teaching children but also with the adults as even though they are grown up, they still need to be motivated. The research further asks whether praise is used effectively with the sample students and consequently, what is the amount of praise they receive and what are the effective ways of praising the adults with different individual learner needs.

By means of action research, the research has been carried out on the sample of 20 adults from different language groups, of various levels, mainly in company courses setting, both where they learn voluntarily and where it was suggested by the management.

As for the action research, there is the aim to develop my teaching skills, to make my teaching more effective by using praise effectively according to individual learner needs and their personalities and practically, trying to find out different ways of encouragement on different kinds of individuals in order to find the most effective option for particular student. Therefore, systematically collected data from everyday practice will be analysed, conclusion about my future teaching practice shall be made. The methods used will cover field notes from the lessons and systematic observation. Afterall, semi-structured interviews will be done in order to gain more objectivity.

3.1. ACTION RESEARCH

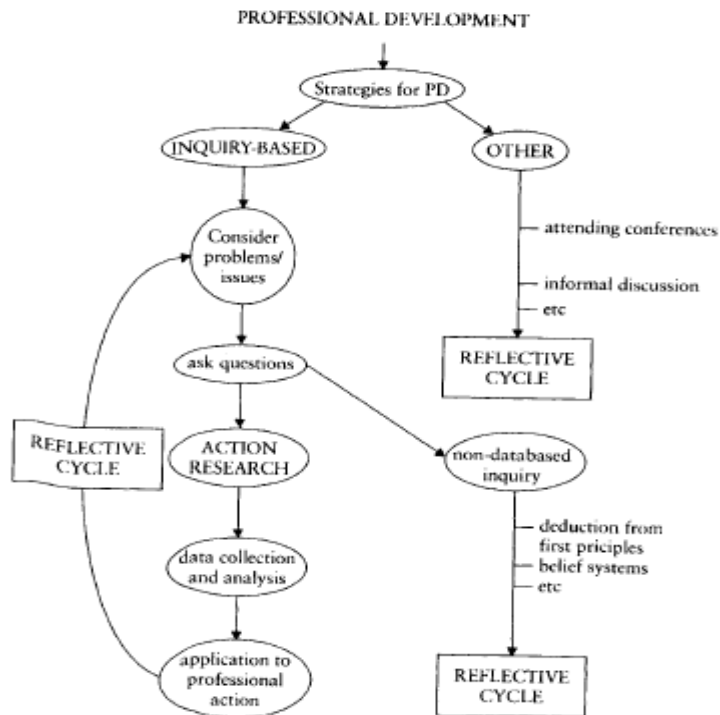
For the practical part, the means of action research was chosen on the basis of Wallace's opinion, which suggests that one's expertise „should progressively develop as we continue in our chosen occupation“ but introduces a strategy „for accelerating and enhancing that kind of development.“ He thus defines action research as a strategy of reflecting on one's teaching by collecting the data systematically from everyday

practice and analysing them in order to come to some decisions about what the future practice should be. Teachers, in particular, have more demanding expectations of themselves as they consider the process of professional development to be continuous and on-going. Nevertheless, being self-critical is a cornerstone for self-development, which would never take place without perceived need for it, so it is necessary to be aware of potential areas of improvement. (1998:4)

It is necessary to point out that it will not be possible to generalize the findings of this research to other contexts as Wallace emphasizes that action research is „primarily an approach relating to individual or small group professional development.“ (1998:18) Therefore, it was essential to make a personalized plan of action and firstly, to ask myself questions like:

- When do I praise students? Shall I praise more?
- Who do I praise? Do I not forget anyone?
- How much do I praise students? How often?
- What is praised? Am I specific? Do they know what is praised?
- How are the students praised? What words do I use?
- Is it better to say „excellent“ all the time or evaluate seriously when I feel it is really deserved and the students can see I really mean it?
- Do I consider different individuals when praising?
- Has everyone the possibility to experience success?

By answering these questions, academic inquiry, as Cohen and Manion define it (Wallace,1998:10), was basically done, which is important with reference to my particular teaching practice. There are several ways how to develop expertise but as Wallace further describes the core of teacher education is the process of „reflection on professional action“, which he calls the reflective cycle and can be based on such inquiry. This is shown in the following figure. (1998:12-14)



When selecting and developing the topic, firstly, it was necessary to define the purpose, which is to get engaged in action research in order to improve my teaching skills, particularly to be able to use praise more effectively. Therefore, the focus of the research is to find out what ways of praising are effective, which is also defined by the research questions mentioned above within the process of inquiry. Then, it was necessary to consider the sample and to make it somewhat representative. As there has been already introduced above, there are 20 people aged approximately 23 – 53 equally divided into men and women involved in the research. These students are from different groups of different levels, some of them are faced in individual lessons as well, the setting is mainly their place of work, minority of lessons are private. However, what they all have in common is the age group so the research in fact focuses on the effects of praise on the adults.

In the next stage it was necessary to narrow the focus. To make it personalized and concrete, I would like to look in detail at how I praise my students. I am especially interested in the way how they react to different ways of praising I use. I would like to find out whether everyone has the chance to experience success and whether the supposed feeling they have done something correctly depends on my words or their own realization of the fact. I will be concerned with questions like „What are

the differences in reactions of different individuals?“ and „Can I change their attitude and results if I change the pattern of praising?“

Finally, to define the main product of this research, it is the ability to apply the results of my investigation to my own teaching in future practise which is the foremost.

Reliability and validity aspect

As Wallace pinpoints, it is not always possible to make action research reliable as high degree of reliability means controlling nearly all the variables, thereupon the aspects of the situation that can change or vary. On the other hand, reliability can be assured by triangulation to gain more than one perspective on the researched topic.(1998:36) Therefore, reliability of this research will be assured by combining the methods of observation and interviewing some of the students.

However, Švancara (1980) emphasizes that the increase in validity of the answers particularly by the method of interview is assured by higher spontaneity during interpersonal contact. (Gavora, 2000: 115) This was thought of when choosing the people to be interviewed. Furthermore, to make the results valid, the questions for the interview were thought of in advance and designed in order to make the students not hide their real feelings. In taking field notes and observation, obviously there was also the tendency not to reflect on data that would be misleading or irrelevant.

Research Characteristics

Following the aim of this research, various approaches for the data collection had to be considered, which led to the following characteristics of the research.

Up to certain extend it is possible to consider the research to be quantitative, for example in finding out how much praise is used, but the more important is qualitative approach in this case, although, as Wallace suggests, the quantitative part „can throw light on qualitative insights.“ (1998:38)

The research will collect both empirical and introspective data as the observation will assure „looking outward,“ which Wallace specifies as observing certain aspects with examining objective, material things. The introspective viewpoint will be assured by the method of interviewing, which can lack reliability and validity on one hand but it is necessary for getting „a hint of how people think“ as what the students feel is also important for this research. (1998:39)

3.2. OBSERVATION

As the method of research, observation was chosen to create a credible and thorough image of educational reality and its processes. As Průcha suggests, this cannot be reached by a method of mere questioning, which is just a tool for gaining the information from subjects of research. Observation is a classical method of pedagogical research which is not used and applied that often as it is demanding in the means of preparation, realization and processing and in the postmodernist sceptical sense, it is rational, objective interpretation of aspects of a cumulative nature, which is rejected for the benefit of subjective and individual interpretations. Thus, observation is a method of investigating the reality objectively, which enriches its cognition significantly though it should not be spontaneous but planned, systematic and objective. (2006:194-196)

To describe the condition of planning, the observed group is about 20 adults, aged approximately 23 to 55 during the English lessons usually of 90 minutes of length once or twice a week, mainly taking place in their place of work for the period of four months. Some of them are taught individually, some in groups. The observation will be done naturally within the usual activities and will be focused on praise. Specifically, it will be observed how the students are praised and how they react, which will be recorded in the form of field notes.

According to Wallace, there are two methods of observing, one of which is unstructured, which is rather impressionistic approach, and the other one is structured. He states that with unstructured „we note whatever seems of most importance and relevance, given our purpose for observing.“ He finds this rather subjective but appreciates the flexibility of this approach for gaining useful data. He concludes that impressionistic comments should go along with other kinds of analysis in order to confirm the observational findings. (1998:109)

Similarly, Průcha further describes that qualitative research usually applies the option of unstructured and participative observation on the contrary of structured and non-participative one for the positivist research. This means that the researcher observes without preliminary structuring of observed aspects and processes and does not record them according to some criteria but records their course in order of appearance. The researcher also can be involved in students' activities and can participate in the course of action. He argues that unstructured observation recorded in detailed field notes can

represent the characteristics of environment in which the observed process takes place as well as slight differences in observed subjects' behaviour more adequately. (2006:196-197)

To support this, Gavora also introduces the use of unstructured observation as the means for qualitative research. He highlights the flexibility and the possibility to discover new, unsuspected or hidden features and contexts. The data are gathered by specimen records, which is recording all the features as they happen, or field notes if working selectively, or participative observation where the researcher takes part in the activities with the observed. (2000:149)

In the case of this research, there is no influence of researcher on the behaviour of a teacher or students as the researcher is the teacher herself. Therefore, the behaviour will not be changed in any way and there is no doubt about the objectivity and the **unstructured and participative observation** can be used. The researcher will choose herself what is important to observe and gather the information in the form of field notes because, as Gavora states, what to include is based on own theoretical approach to the observed reality. He further suggests that field notes are usually written at the end of observation with own commentary to get the context and to be able to extract theoretical and methodological conclusions from them. (2000:152)

As for the method of gathering observed data, real time observation was chosen. Wallace defines this as observing and analysing „as the teaching/learning actually happens without using any electronic means of recalling the data“ but marking checklists or taking notes. (1998:106) However, audio taping would not be possible as facial expressions, nodding and gestures would not be captured and video taping belongs to the most intrusive techniques and moreover, for the purposes of this long-term research it would not be quite feasible.

To sum up the reasons for choosing the observation, it is an objective method if it is planned and systematic. Therefore, in this research it was defined beforehand what, when, where and how to observe. It was systematically stated which features, such as people or activities it will focus on, with which intervals, for a particular period of time. There was no interference into the natural course of activities but it was objectively recorded in the form of field notes.

3.3. INTERVIEW

The main reason for choosing the interview was that the topic and the data to be collected have the character of feelings, emotions and the content of students' minds. When asking about how praise influence them, it could happen that they would not understand what sort of answer they should give. The interview was the best option for this type of research due to Wallace's argument (1998) „the main advantage is that misunderstandings, or a lack of understanding, can be immediately sorted out during the exchange.“(146)

Gavora defines interview as a flexible method, which enables the researcher not only to record facts but also to get deeper into respondents' motives and attitudes, while certain external factors can be followed to serve as basis for further direction of questioning. Moreover, interviews are preferred when looking for spontaneous or personal answers. (2000: 110) Wallace also suggests that interviews are often used to investigate people's views, attitudes or experiences in depth.(1998:151)

As for the form of interview, semi-structured interview was chosen as the compromise offering a relaxed atmosphere where personal data can be revealed better with some kind of structure in the form of interview schedule. According to Wallace, semi-structured interviews further contain open questions and the schedule usually contains prompts like comments and „follow-up questions intended to encourage the interviewee to give fuller, more detailed responses.“ They are helpful as they combine „a certain degree of control with a certain amount of freedom to develop the interview.“ (1998:147)

The recording of interview data was done by the method of taping. Although some interviewees objected to being taped due to nervousity and lack of experience with interviewing, they finally agreed as it gives interviewer the most data available for analysis. The interviews were one-to-one in order to let the interviewees express their feelings openly. To help them be more relaxed and to provide fuller answers, they were told the interview would concern the topic of praise so they knew what type of questions they could expect.

At the first stage of the research, it was necessary to ask myself questions to start the reflective cycle. Similar questions were used for the interviews to gain answers for the analysis of students's viewpoints which would be comparable with the analysis of

teacher's viewpoint. To support choosing questions of the interview schedule below, the reasons are as follows. First question was supposed to be a rather easy lead-in question about their attitude towards learning and to find out about their motivation. Questions 2 and 3 were designed to find out what type, amount and frequency are used with particular student, while question 4 should give answer on the effectivity of praise used. Question 5 was supposed to give answer on their attitude towards praise and hopefully to find out how much they care about praise and how much they notice it. Question 6 should find out how much they are influenced by praise.

Questions 7 and 8 are directed towards their opinions which oppose praise. They were designed to find out about their attitude towards humanistic self-evaluation, whether they are self-actualizing but can lead to clearing out their opinion towards praise itself. Question 9 is closely connected to the degree of independence although it is more concretely aimed at speaking area, which is supposed to be the most difficult one for the age group researched. The last question was chosen to close the interview with reference to the future practice and possibilities for improvement as seen from the student's viewpoint.

Interview Schedule

Topic: Use of praise

Intended duration: 20 minutes

1. How are you doing with English learning?
2. What do I usually praise you for?
3. Can you give me examples of what I say?
4. What do you feel when you are praised? Are you embarrassed, proud, happy?
5. Do you think I really mean it? Do you take it seriously?
6. Does it motivate you to better performance? Do you try harder then? (prompts: a lot, average, not really)
7. Do you realize mistakes you make or do you want me to correct them?
8. When I correct it, what do you feel? (prompts: of course, I knew it / oh yes, OK / I'm angry / what's wrong)
9. Do you need some encouragement when you speak? (prompts: by nodding, smiling / no, more space is better / saying „yes, good, fine, go on“)
10. What are your weaknesses in English? What could be improved and how?

Gavora declares three types of question for the interview suggesting that the open ones are preferred. (2000:110) This interview schedule offered a series of open

questions with some which can be considered as half-closed as they are yes-no questions but used to evoke more emotions and to lead to more opinions expressed.

3.4. OBSERVATION NOTES ANALYSIS

To analyse my field notes, I had to categorize them according to individual students and their personalities. To be able to analyse what words and ways I use for praising, it is necessary to provide different contexts they are used in. These individual analyses are essential for being able to group different types of behaviour and to make some possible generalisations. First division that could be done was according to the general state of praise I give the students into four groups: those who are strongly praised, those with reserved amount of praise, those who are decently praised due to respect and partnership and those who are mostly not praised due to some other reasons. It is worth noting that the names used here are according to reality, either students' first names or some nicknames used during the lessons and some with surnames and titles.

1. those who are strongly or often praised

Ivča – She is very critical to herself and fears to speak. Not being self-confident, she uses Czech a lot and I have to encourage her to speak a lot by nodding, mimics and saying „you see – you know it“ or „you know it, don't be afraid,“ which is followed by her great surprise, amazement, smile and satisfaction that she knew something. She often „apologizes“ her knowledge by saying „it wasn't intentional, I just guessed.“ She usually gets unsettled after being praised and as she probably thinks about it, it takes her some time to get back to join the group. Therefore, it seems to be better not to praise her too officially and make general statements about being good at some area and just to use simple words like „well done, excellent, exactly, that's it“ than to highlight her success too much. Commonly, such form of encouragement follows after getting the right meaning of the unknown word or sentence when it is adequate. To such word of praise she then responds with a surprise „really? That's impossible.“

Katie – She is quite shy and modest, often afraid to give her opinion as she is worried about the correctness of her answer although her knowledge is very good. Therefore, I have to encourage her a lot to say something out loud as I have heard something from her side and mostly it is correct, which is also verbally approved „exactly, that's it.“ She seems to be happy about such evaluation, she smiles and keeps

hiding behind the textbook or a colleague and prefers if no-one notices as she is perplexed, shrugs, smiles and goes „hm“ when somebody comments that like „wow, how do you know it? You knew this?“ On the other hand, she quite enjoys practising intonation and pronunciation. She changes into an actress and she is able to perform and exaggerate loudly and correctly the marked intonation and stress, which is highlighted notably „Kate, that was perfect, excellent, absolutely natural.“

Jane – She is a diligent, hard-working but not self-confident student. She is afraid that she will not achieve the result needed at final examinations, therefore it is necessary to praise and motivate her thoroughly. When I see how she has organized neatly everything we had done the lesson before in her notebook, we would go through it together as she would want to make some expressions clear and note something down, I tell her: „I can see how thoroughly you deal with English, which is great and not common (and I have to praise you for that).“ She laughs and „apologizes“: „Well, what can I do? I have to work hard as I’m in a high-level group now so I have to catch up.“ Then she would add that she has to practise at home, otherwise she would forget everything. But to be honest, she is just ambitious and wants to be good and hard-working as she likes learning English. She also often makes mistakes in pronunciation so when we have a face to face lesson, I try to draw attention to one aspect to make her see what exactly is wrong. At last, when she pronounces it correctly, I tell her: „now you can see how nicely you’ve kept the end consonant voiced and how natural it sounded when you linked it ([givit] instead of [gif it])“ and she laughs and I believe that she leaves the lesson being satisfied, cheerful and maybe a little proud and more self-confident.

John – very extrovert and sensitive. He feels a lot like a loser with English so I try to give him a lot of support. I usually praise his pronunciation, which is sometimes really similar to a native British speaker’s accent. I use words like: „John, that was really good, you pronounced it like a real Englishman, that was wonderful r-sound.“ He responds: „Really? Thank you,“ and is really surprised and happy, which is the typical reaction on my praise from him. Sometimes he also asks about my praise at the end of the lesson, which is a sign that he is truly touched by it, so I answer that I was absolutely sincere when I was praising him. Therefore, he is really motivated and seems to be quite dependent on my praise, which I try to give him specifically, but as much as

possible. In case of pronunciation, I also believe that it helps other students to notice the correct one if it is performed by one of their colleagues, they do not find it impossible then although it is often considered as something really difficult to achieve high level of proficiency in.

2. the amount of praised is reserved

Renča – She is mostly praised for being well prepared for the lessons, which is also the reason for being the best from the group. She often knows answers to questions quicker and better, she remembers vocabulary better and therefore, the praise is usually related to these areas. She usually reacts in a way to show that she feels her knowledge is still unsatisfactory and reminds something which she had not been good at before. She seems to be the most satisfied when she realizes the mistake herself or when she is able to respond correctly on the contrary of the others. She is very hard working, which is the good basis for communication during the lessons, so it is not necessary to encourage her that much when creating sentences. When she does not know something, she asks, writes it down and knows where to look at next time. She is often corrected in spelling and pronunciation, which she does not mind as she seems to realize that these are her weaknesses. Nevertheless, when being corrected in pronunciation, she tries to repeat the problematic word or sentence until she gets better result and this is encouraged very much by nodding and saying „yes, that´s it, that was perfect“ and so on to make her sure and not to worry. Then she practices with pleasure, she does not feel embarrassed when it is difficult and smiles in the end.

Ing. Staňková – It is very difficult to praise her as during the lesson she keeps saying „I don´t know, I just really don´t know“ though it is followed by a correct sentence. She constantly comments her performance „that´s horrible, tragedy“ and so on, which is reflected: „no, it´s not, you said it correctly and as I can see, you´ve understood everything,“ because she had read an article and answered all my questions about it without any hesitation and coming back to it to translate any words she was not sure about. Then I would comment on her excellent ability to comprehend the text, which is followed by: „OK, maybe this is alright but otherwise it´s a tragedy.“ When having a discussion, she keeps on „I´ve just not understood or I don´t understand at all“ attitude so I can have no other reply than „you do!“ I would tell her once more and slowly and she would translate everything out loud and then reply. I have not managed

to build up her self-confidence in speaking yet. No encouragement of nodding or interjections helps to get her rid of the feeling that she is not able to speak in English. She relies mainly on her own judgement, evaluates herself but usually negatively.

Bill – after being taught English for many years is not motivated. He thinks he keeps on learning things that are still the same and nothing ever surprises him although he is not familiar with things he has learned many times already. A passive student, who tends to make fun of everything and speaks disparagingly about English language as such. I use specific words of praise with him when he does or says something correct but I cannot see any response to it. I think it is because he is so indifferent to the whole ELT process. He would probably respond to some general evaluation if there was something to highlight in his attitude and performance.

Jake – humble and interested student but passive at the same time. He always seems to be tired; either he says it is because the lesson is in the morning or that it is after lunch. He comments topics or even grammar like „uh-hah, that’s interesting. Really?“ He is also often shy to say the answer if he knows so I have to encourage him „Yes, Jake, you know it? Come on, tell us!“ and when he gives the correct answer I respond: „Yes, absolutely“ or with similar words. The approval is often non-verbal by nod and smile as well because his colleagues are those who make fun of everything and sometimes make impertinent remarks towards him when he comes up with the correct answer.

3. decently praised, not praised a lot (due to respect and partnership)

Mrs. Čupaková – She is a company lawyer with a lot of experience. She is very intelligent and has no problem with complicated law texts with specific structures. She is highly talented and has good knowledge of English so what is praised a lot is her perfect translation of complex English sentences, including the language of law. She almost never responds to praise, she usually relies on herself as she knows how things should be after many years of learning English, so she just requires some feedback in the sense of being corrected when she makes a mistake, eventually being explained why she made it. If she was praised like „well done, excellent, good job,“ she would probably feel it was childish and when I used them, she smiled as it brought some humour into the lesson and did not take it too seriously. Apart from that, when speaking to other students she praised my feedback in a way that she likes to be corrected.

Marcel – very sensitive to language, bright and sophisticated student. I really appreciate that I can use all the theoretical terms and compare them also to the Czech ones as it helps him to understand the language and its processes better. Therefore, this really is a partnership cooperation, which we both enjoy. The discussions about everything what lies behind the English language he seems to enjoy so much and is motivated by the fact that he can understand almost everything I learned about the language so far. Sometimes we do come to conclusions about etymology or other processes together, which he seems not to experience before. At the end of the lesson, he often comes to tell me: „this was a really interesting lesson, I didn't know the facts about the topic we have discussed.“ Or „it is really good that we can stop and think about such things and even more if it is in English“ or „it is funny and surprising to find out such connections.“ Which I always approve as I sincerely enjoyed it as well. Therefore, he leaves the classes really happy and motivated. When it happens that he does not understand anything, I just support him by saying: „don't worry, this really is quite complicated and you don't need to understand that, just remember this or that...“ and he relieved says: „OK“

Paul K. – decent, balanced intellectual with respect. He seems to be able to evaluate his work by himself. He is happy with the common feedback of the correct/incorrect type. He is very competent, just a little shy when practising stress and intonation, so I give him support in that by words like: „yes, that's it, very good“, not like „excellent, wonderful,“ as I think these words would be too strong for him, which he would find not too sincere.

Mr. Fujdl – highly educated intellectual who quite obviously has better knowledge of the world than me even though it is also due to the generation gap. In teaching English it is therefore necessary to treat him as a partner, although his vocabulary and pronunciation is not high-level. I give him a lot of space in speaking and concentrate on fluency rather than accuracy as he does have a lot to say and sometimes I let him teach me as he often tries to explain some technical things to me. Then, it is quite a natural talk, which I think he appreciates and enjoys, and praising him with words like „well done, excellent“ would probably be too childish and unnecessary as he is able to evaluate his work by himself.

Lucy – She is an extrovert and skilled student. She happens to praise herself like „I’m good“ quite often when she is surprised that she knew something – so I nod and smile that her evaluation is correct. I do not find it necessary to praise her again for something she had already praised herself. The praise is for specific actions, not general due to the nature of praising by herself. I tend not to praise her in order not to stand her higher than other students. If we have a face to face lesson, I tell her generally that her level of English is very good and that if she keeps this level of preparing for the lessons and activity, she will continue in improving herself. Then she leaves such lesson being very happy for such sincere and individual evaluation, which seems to be quite valuable for her.

Soňa – extrovert and self-confident. She seems to be happy just from common feedback. She is a good student and I tend to treat her like a partner a lot and I think she enjoys this kind of relationship. She likes expressing her opinions, therefore I am concerned with fluency rather than accuracy when she speaks. She can probably see that I feel kind of relief when she speaks as I do not have to force her like other students. In this way, she helps me get the conversation going in the class, which I appreciate, and I believe she feels good about this role. Sometimes, she summarizes her speaking like: „I have no problems speaking here but in the real life it is much more difficult,“ so I explain to her that there is nothing to worry about.

Lenka – extrovert, thinks she knows everything but makes a lot of mistakes, particularly persisting mistakes which she realizes and she is able to evaluate her work by herself. She is very self-confident and the fact that it is necessary to correct her a lot suggests that there is not a lot of space for praise. She requires some encouragement when speaking but I do not give it to her that much as she insists on me giving her approval on every word, which I do not find necessary as I want her to be a bit more autonomous. On the other hand, she seems to require high level of independence in other areas.

Paul Š. – a bit shy and seems to me like having some dyslexic problems. He makes such mistakes that sometimes it really is difficult not to lose temper. After him saying sentences like „When has he been borned? How long did he be a manager? How long has she interested in...?“ it is very difficult to find something to praise when everything is just wrong. I try to encourage him in speaking by not paying attention to

mistakes he does. I concentrate just on one persistent mistake he does so I force him to use „I think“ instead of „I’m thinking“ but I still have to correct this about six times every lesson. His performance is better when he has a lot of time to think and can see everything written in front of him. Then I address him with the words of praise like „very well, Paul“ directly.

4. those who are mostly not praised due to some other reasons.

Michelle – A student who is grumpy all the time and who probably thinks that she could teach it better. It is very difficult to make her satisfied and ingratiate oneself with her. She shows that she needs no help and that she knows everything and if she does not, she is angry with me that I have not told her: „But you haven’t told us! Why haven’t you? Will you give us...? Can we possibly do this...?“ On the other hand, her listening skills are highly exceptional – she comprehends perfectly and is able to summarize the ideas with her own words, which are mostly targeted with the words of praise like „great, very good.“ I tend to be rather neutral and not too soft or to exaggerate so that she would not respond inadequately. Otherwise, she is usually resentful and frowns and goes „hm“ if I praise her, or she sometimes smiles and responds „well, this is no problem but that is horrible.“

George – He has not visited the lesson for the past 2 months and I have no idea why, which worries me in the sense if it is not my fault. He is the class joker who used to test me a lot. He often gave funny translations or questions, which I usually turned into explanations why it is ambiguous and cannot be used like that in order to preserve my authority. However, he responded by paying the attention and being curious, asking „really?“ which meant that it ended up as being able to make fun of the language intellectually. On the other hand, when he was slightly praised, he always turned it into an unnecessary, disruptive clown performance. As I tended not to approve such situations, he might have stopped coming to classes for this reason.

Mr. Kasal – self-confident, quick, full of action, eager – a kind of personality quite opposite to me. On the other hand, his behaviour is very ambivalent. At one point he says „I know that, let’s go on, this is easy, try me out“, sometimes I have to set things and his beliefs right and he responds „Really? I’ve always thought it’s like that! That’s strange“ like he would not believe me. He also quite often asks for approval, waiting for it when speaking, showing contradictory uncertainty. His language knowledge is quite

similar to mine according to my assessment, which is of course a disadvantage for me. He also learns very quickly and has incredible memory and seems to be quite aware of that, therefore I do not notice giving him any praise as I would find it excessively motivating for him.

Mr. Prokop – very heavy dyslexic, it is very difficult to work with him and not to lose patience as he mispronounces, misspells everything, has difficulties with remembering words, no idea about the meaning of phrasal verbs, therefore learning English is quite stressful for him as he experiences such little success. It is highly necessary to get him motivated but so difficult to find something he does or says correctly. This really is a challenge. Anyway, I try to find those little things but sometimes he even has to praise himself quite openly: „I’ve just said it correctly, you should praise me“ and I respond: „yes, you have“ and think „oh god, after a hundred times I’ve told him this today.“

3.5. PRESENTING THE DATA FROM THE INTERVIEWS

To represent each of the group that came out of the observation analysis, four people were interviewed. First two interviewees were from elementary group, representatives of unexperienced, younger adults, aged approximately around 25. Second two interviewees were from the company background, highly positioned, university educated, professionally experienced adults aged between 45 and 55.

Interview one

What comes out of the first interview is that, firstly, John mentions that he can pronounce „r“ well. He remembered that because he considers it as the first, really sincere words of praise. Then he mentions that he does not remember much praise after that but feels that I praise the others more. He admits that he does not receive praise at work and when he started to learn English, this was his first real success in English, which he felt really happy about and therefore, he remembers it really well, although it has been more than a year at the time of the interview. In this case, these first words of praise which affected him were a driving force for him to get more involved in learning process and obviously had a great impact for his future attitude towards English.

Secondly, he mentions that I praise him for coming up with new words and expressions. In such instances, he admits he does not have to be praised as he realizes

himself that he managed something special but also if praised, he feels it is a bit better. Then he adds that praising too much he consider profane as he would take it in a way that I can tell it all the time to everybody and it would not be sincere enough. He describes this as a mere teaching style, which is a trick for encouragement and leads to low effect. This is concluded by the idea that when praise comes occasionally, it is better than when one can get used to it when praised on everyday basis as it would not mean anything.

As for the words of praise, he gets to the point that it is not the words, which are important but the fun the teacher and other students can get. He feels good not when praised, but when the teacher smiles and nods if he does something well. On the other hand, he feels bad if the teacher is disappointed by the students' low performance as he realizes he could invest much more effort and energy to studying in order to make his performance better.

Concerning the encouragement, he states he needs some form of support when creating sentences, for instance. He requires being corrected when making mistakes in speech for the sake of fluency and when he makes no mistakes, he does not require being praised for that as he gives priority to understanding between each other. Later in the interview, he also mentioned that he is not demotivated when he does not understand the high level of English I use but again says he feels he would understand if he worked harder.

To find out about his feelings from our lessons generally, he states that he feels really happy at the end of a lesson. At one point it is due to the people present, at another it is due to success the students achieve and finally if the teacher can be satisfied from the students' performance. For him the success in the lesson therefore means if the lesson is not interrupted by excessive repeating or explaining but goes well, when the students are able to use everything they have learned so far.

Interview two

At the beginning of the interview, Renata explained her attitude towards English to be quite positive as she realizes she can use it in a way, she also emphasizes her ability to incorporate it into everyday life. To find out whether her success is determined by her supposed diligence or something else, she was asked about her change of attitude from reluctance to relative popularity. She admits she has no major problems with

learning English, so she can say it is easy and feels happy about it. Then she mentions she likes to be challenged at learning but also points out that she has a low self-esteem. To find out how encouragement could make her more self-assured, a set of questions directed to praise straightforwardly was asked, which led to finding out that she considers the use of teacher's praise at lessons to be sufficient and coming at the right time. She mentions that the praise is not received when the performance is low but finds it alright. However, when hearing words of praise directed to anyone, she is glad for herself and the others, too.

Surprisingly, when it comes to encouragement in other forms, she states that she would want to be encouraged all the time. She would prefer to get feedback on every word she says or writes to become sure but admits it would not be realizable and not even effective. So she concludes that the way I encourage her, usually when speaking, by nodding and smiling is the most effective for her.

According to Renata, when having a bad day, the students do receive some praise at least for little success and effort but she does not react to it at such situations anyway. Then she touched an interesting topic of praising in mother tongue, which she finds to be stronger, more reliable and valuable due to better comprehension by all the people present. Generally, she also pinpoints the negative determinants of praise in a way that if her performance was permanently above standard and praised, she would feel ashamed and it would lead her to lower activity that would be obvious by the others. Therefore, she sometimes prefers a face-to-face form of evaluation, rather than being praised publically.

To summarize her viewpoint, she states that praise should be given when deserved and not all the time in order not to lose value but should be remembered and used. For her, it is important that people should be praised even for things they do automatically as it raises the happiness within the praised and the one who praises although she states this for rather everyday life context.

Finally, she sums up she is motivated to learn English internally and needs praise only as something pleasant but additional. At the end of the interview, she also suggested that potentially, having a native speaker teacher would probably mean more praise in such a way which would be culturally different and not well accepted.

Interview three

At first, Mrs. Čupaková expressed that she is motivated to learn English but has not enough time. What she struggles with is a disadvantage of age, which makes her forget a lot of things, and the position she is at, both at work and at home, which does not enable her to get more involved with English. Then she remembered she was praised at our lessons for the ability of creating sentences and for the listening skills. She mentioned being praised, specifically for concrete steps and actions, with words like „great“ and feeling satisfied after that. She admitted that such praise was encouraging her and motivating to better performance. She considers the amount of praise as adequate and the reasons for praise as appropriate. She would not want to be praised more, to support that she said she would have to try harder to cause more reasons for praise.

She was quite decisive when arguing for correcting mistakes instead of having more space in production of the language. She feels it is necessary and requires such form of feedback as she does not realize the mistakes she makes. It does not bother her when she is being corrected, she just says to herself „I should know this, sure, it’s like that!“ She requires appropriate eye-contact and facial expressions when speaking just to make the conversation natural, with some help with grammar and vocabulary if needed, but eventual praise should come at the end.

To improve her weaknesses, she could only revise what she keeps forgetting in English due to her age but that is again connected to lack of free time. She concludes by saying that if I praised her more, she would not believe that and consider the praise to be excessive and insincere. She takes praise as important feature of ELT process functioning as the form of feedback; to know whether something was right, successful and the teacher liked it. For her, it is necessary to express praise verbally, otherwise the cause of satisfied facial expressions is not clear.

Interview four

Mr. Prokop firstly stated that his English is still not going well and that there is still a lot to improve but he has little time to do something about it. He said he should motivate himself to work more in order to improve his performance, or to organize his time better to be able to do that, but externally he would be motivated by having load of homework given by the teacher.

Before the interview started, he expressed his feeling that I praise him little but then said the opposite although as later comes out, he means I praise him when he deserves it but that, in his words, does not happen very often. He noticed words of praise particularly for homeworks, which really were always done quite well, or when he translated something correctly. On the other hand, he did not notice any praise for his listening skills, which really were really low. When being praised, he was glad that there was no problem at the particular activity and considers it just as a feedback expressing he understood the particular aspect of English and that it was not a waste of time. He concluded that the amount of praise was appropriate as the low results means low amount of praise. He perceived the praise as sincere, not allowing that it could be just to make him feel better and stated that it certainly motivates him to better performance. As for correcting mistakes, he finds that necessary although the opinion that he is not glad that he makes them probably prevails. He usually reacts „oh, I know that it’s like this“ or thinks that he has never heard that before. When speaking, he appreciates being encouraged both verbally and non-verbally but in the end, he has never thought about such things, he just takes it as it comes. He thinks his weaknesses are connected to his age and time management, that he should make himself work regularly and more often on his improvement in English. He summarized this as if he had more praise, he would not feel happier unless the praise was for something he knew was right.

3.6. DATA INTERPRETATION

Observation data interpretation

When analysing the field notes, it came out that the first group of students are those, who are strongly or often praised. As for their personalities, three of four can be considered as shy, sensitive and less self-confident so the reason for praising them is mostly to make them more self-aware. It was reported that some situations, where these students are praised, highly facilitate learning and encouragement of other students, who are less shy after that. That is very valuable feel-good factor in the lesson as it brings smile on their faces and overall good atmosphere.

On the other hand, these students do not accept praise quite well as they do not want to be paid attention to. Therefore, it is necessary to be sensitive and evaluate their work more privately. Then, when it gets personal, they look really happy and appreciate

being praised although they do not express it, apart from the very extrovert student, who is not typical of this group though. They also seem to be praised more due to their outstanding diligence or knowledge, which is important to watch and not to let it show as exemplary for the others.

Of the second group, first student receives high amount of praise but does not respond to it really, so she is just supported in what she does and it is relying on herself. Similarly, the second student relies on herself but is praised to gain more self-confidence, which seems to have little effect, though. The third student does not respond to praise as well, which is due to his indifference to the subject as a whole. The last one is praised to encourage him but the effect is not visible due to his personality and the atmosphere in class.

Nevertheless, the majority of students fell into the third group in the analysis. To be more specific, 40 % of students involved in the research are praised but the amount they receive is small due to various reasons. The first half of this group are those of great respect; the individuals who are highly-positioned and very intelligent and who know what their abilities are. These are taken as partners and some words of praise would be too childish to use with them. Lucy, Soňa and Lenka, who are all self-confident, are not praised very much as they evaluate their work themselves. The last student does not receive a lot of praise although he is not self-confident and is not able to correct himself. He also seems not to try very hard and not to be very diligent but this may result from the both-side frustration within the ELT process.

In the last group, the first student reacts often ironically and does not accept many things at class, praise including. The second student turned everything into jokes, so praise was also something which he did not deserve from the teacher's viewpoint. It is similar with the third sample from this group, who is a bit frantic and not dependent on the teacher. The last sample is a challenge as well because it is very difficult to work with such a heavy dyslexic.

To sum up, the first group of students who are often or strongly praised, the analysis of field notes has shown that the praise is usually used to build up self-confidence of those who are shy, who try hard in ELT process, who respond well to praise and who seem to require it according to the teacher's viewpoint or if they seem to appreciate being praised a lot. As for the students of the second group, who are praised

often but seem not to care about it too much as they seem not to trust and appreciate it as much, they rely mostly on themselves in humanistic way of treating. The male samples of this group do not respond due to the passiveness in their attitude towards ELT or in personality. The third group consists of people who are highly respected, taken as partners and can evaluate their work themselves, therefore, they are not praised so much. There is also one student who does not receive praise a lot due to the teacher's frustration from his performance. The last group of students, who receives almost none amount of praise, is specific as for the reasons for that. It is mainly due to the completely different personalities of the teacher and the students, who seem to lack respect towards the teacher.

Interview data interpretation

To start with interpreting the data collected from interview, it should be highlighted that success in finding out the respondents opinions and views was determined due to what Gavora (2000) calls „the rapport“ achieved by friendly relationships and open atmosphere. Furthermore, interview helps the respondent to be more open and even if the sample is small, it goes deeper in the detail. (110-112) The rapport was created beforehand during the lectures so students were not stressed, although young adults were a little nervous due to lack of experience with interviewing but relaxed atmosphere and friendship helped them and they were open significantly too.

Gavora further states that the advantage of interview as a research method is that it offers the opportunity to reformulate when student did not respond sufficiently. (110) Such opportunity was used to explain answers and additional questions were asked especially with Mr. Prokop in the third interview as he needed to understand questions about feelings better. The method of interviewing was also advantageous with him as his rationality and dyslexy could be a difficulty as, according to Gavora, even some adults have problems with writing, thus the form of interview is preferred to questionnaires. (2000:110) This is even more obvious with such an abstract topic which praise is.

What comes out of the first interview is the interesting finding that he directly points at praise I gave him at one of our first lessons. In this case, these first words of praise which affected him were a driving force for him to get more involved in the

learning process and obviously had a great impact for his future attitude towards English. Secondly, he mentions that I praise him for coming up with new words and expressions. When he mentioned what he is mainly praised for, it is connected to his ability to employ the words he notices in everyday life into our English lessons and to guess the meaning of more difficult phrases and to translate them into Czech. It was interesting to find out about his extrinsic motivation. Being very empathical, he enjoys the lesson when he feels that the teacher can be satisfied, which again leads to finding that he tries hard in order to satisfy the teacher and consequently, to make me feel that my work was not useless.

The second interviewee seems to consider praise to be good and positive driving force but as a side feature of feedback, which is not necessary to express as it is not expected. She is a self-actualizing student, able to evaluate her performance herself, knows her strengths and weaknesses although she likes high amount of encouragement to make her more self-assured. At the end of the interview, she also mentioned that she feels being bound to satisfy her teacher to pay her back the effort put in teaching similarly as it came out from the first interview. As a result, this can be seen as the form of extrinsic motivation given by a good, friendly student-teacher relationship.

The third student's view on her performance in English is very balanced. Rationally, she finds direct proportion in relation of results and praise and in between her performance and lack of time. She would only appreciate more praise if there were more reasons for praising her. In other words, she thinks that if she had more time, her performance would be better and there would also be more reasons to praise her. Due to her position in the company and society, she feels she cannot do much about that now and it is not even in the teacher's will. She finds the teacher's attitude towards praising and correcting mistakes right and adequate as it was approached specifically and does not seem to like the change in anything as she is satisfied with how it is. Therefore, the use of praise with her seems to be effective as it is functioning as it should.

As for the last interview, it seems like at the beginning Mr Prokop realized that if he wants, he can motivate himself, organize his work and activities better and try harder and work on improving himself in English. As he refrains from talking about his feelings directly, or even using the 1st person singular, it can be understood from his words that when not praised after some activity where he put some of his efforts, he

would feel useless, perhaps thinking that he did not understand and that the time invested was not worth it. He does not seem to feel any special enjoyment when being praised, he takes it rationally or sometimes do not even realize that he has been praised. However, he probably also thinks that there were more opportunities for praise although he concludes that the amount of praise was adequate. His austere attitude, his technical nature and experience has not allowed him to change his attitude so far. Finally, it can be concluded that his motivation is quite low, he would work harder if he was forced to. He needs the intensity given above, which he believes would bring more success. Therefore, if he could experience success in his English lessons more often, he might be more motivated.

3.7. PRACTICAL PART FINDINGS – Implications for Practice

The first interviewee admitted that he remembers one of the first words of praise I gave him the most. Although he fell in the group of those who are praised often, he said that since that time I did not praise him too much. In fact, he just probably got used to it and does not notice it properly or he is not surprised about it anymore. Therefore, it is necessary to emphasize the encouragement a little by saying for example: „John, this was really good. You managed to do this really well.“ However, it would be preferred to do it sincerely, strongly and to highlight good points but not to do it too often, otherwise he would not trust it. With such words of praise, he is able to be motivated for a long time. In the meantime, he realizes his weaknesses and knows it is up to him to improve his performance and if something from his weaknesses was praised, he would not understand it as success. It is the best to treat him with the humanistic approach, which means to keep the friendly, productive and cooperative atmosphere as it makes him feel the happiest when he is satisfied emotionally, which consequently leads to more effort and better performance. Nevertheless, the other students falling into this group are much more shy and feel rather embarrassed when their success is highlighted. Supposedly, they enjoy being praised often but not too publically and not even informally in face to face conversation. As they are very sensitive, it is highly probable that they are affected by praise a lot but preferrably, they would enjoy reading the evaluation of their work in written form. Evaluating the written task with the strenghts higlighted and with given advice on their weaknesses would seem to be the most pleasant way of praising for them.

The results from the second interview were quite surprising as the student was seen as the one who does not respond to praise too much and who is able to rely on herself in the evaluation. She was very open in the answers and admitted that she would like to have some feedback on every step she makes but knows she has to be challenged to be able to get more independent. However, she acts as a self-actualizing student, who realizes her strengths and weaknesses, appreciates her improvement according to aspects of everyday life. When learning, she seems to be stimulated and motivated by the humanistic approach the most. She finds the way I praise her effective, the only thing that could be done is to give her the opportunity to understand all the words of praise that are uttered, which could be again done by the written form of evaluation or by using mother tongue.

On the other hand, the other students belonging to this group of those receiving the reserved amount of praise are quite different. It seems like praise has little effect with them, although Mrs. Staňková rejects it systematically. For her, it is necessary to forbid using Czech otherwise she will not stop doubting about her performance and stating that it is low hence this is what makes the effect of praise disappear into nowhere. The two male students from this group are demotivated to learn in a way, therefore, it is doubtful whether praise can change something about it. The amount of praise seems to be sufficient with regards to their personalities, attitudes and learning environment, they can experience success, they are praised specifically too. Therefore, it would be advisable to research their motivational factors and to consider what steps to undertake to make them more motivated in ELT process.

For Mrs. Čupaková, praise is something additional to learning process but pleasant. She is a rational person who finds its use to be effective as the amount of praise is adequate and it is used specifically and delivered in a good way. The only thing to recommend is keeping eye on non-verbal communication as she perceives its function quite well, which means to provide natural non-verbal contact expressing the partnership and showing respect.

Of the third group, three other students are very similar to Mrs. Čupaková so supposedly, their answers would probably have a lot in common. They are all very balanced as for their personalities, therefore, the function of praise is not to get them more motivated or to make them feel better as they learn. They are self-actualizing

students who are aware of their strengths and weaknesses and cope with it accordingly and actually all of the five features of humanism are covered in their classes. Thus it is not necessary to use praise in a way so that it would help them build their self-esteem or confidence, just to keep supportive environment.

Similarly, the next three students are those, whose self-confidence is quite high, but their performance does not correspond to it. For Lucy, it would be good to legitimize her self-praise from time to time, especially because she tries to look confident on the outside but in fact, she is sensitive and if praised privately, she would really start trusting in herself, maybe even outside the English class. Her good knowledge of English could help the others to construct their knowledge better, for instance, making her a leader of a class discussion would encourage her significantly.

To make better conditions for Soňa, it would be helpful if the others cooperated with her more. They could learn something from her as she is not afraid to speak, so the attention should be paid to making such social relations that would encourage friendship and cooperation. With regards to Lenka and Paul Š., who make a lot of mistakes, it is necessary to concentrate on their effort to be praised otherwise they might start feeling hopeless and lose motivation in learning completely if they are not ambitious enough.

This is valid for the last group as well, especially with Mr. Prokop, who was interviewed. Although he blames himself for not being diligent enough, his effort is high, which is almost never appreciated. As a result of both sided frustration, he has to ask for praise. Although it seems very unrewarding for the teacher as the praise itself will not probably bring better results, he should experience success more often, so he should be given simple tasks and praised for every good step he makes. It would probably be helpful to talk to him about his motivation, do the plan how to improve his skills together, make him promise he will work harder and on what exactly.

The other three students of the last group are, with their excessive self-confidence, completely different from the teacher in their personalities. This is crucial to take into account and to lower its impact. It is recommended to smile and support them despite any dislikes and to make the most of their confidence and knowledge by letting these qualities out. They should be respected even though they are not in favour of the teacher, which will help not only on both sides but within the whole class atmosphere.

Their knowledge should be carried forth partially in order to make their egocentric nature feel good.

4. CONCLUSION

Firstly, the paper defined the term praise from different viewpoints. Three approaches to learning were introduced with some hints in which directions should praise head for in order to be effective within them. The aim of the research was to find out how praise influences the adults when learning and in what ways they can be praised to be more motivated. It was found out that praise influences each individual student differently and consequently, different ways of praising or encouragement are used, as well as the amount.

When analysing the observation, it was found out that according to the amount of praise used, the students can be divided into four groups. Within these groups, there are certain patterns in students' personalities. First group, who were perceived as more sensitive and shy, received the highest amount of praise but the last group almost none. These were mostly people who were opposite to teacher's personality and there is something in their character, which the teacher did not like, such as excessive ambitiousness or showing off.

The main idea hypothesized was that praise is important when teaching the adults. It was found out that definitely, it is something pleasant and necessary for most students but there is a group of people for whom is just additional. These are usually the ones who have arrived into the state of high self-consciousness, those who are highly experienced, know their qualities and who are balanced in character. However, some form of encouragement is necessary for all, otherwise motivation could fall dramatically even with the others affected. Therefore, it is necessary to concentrate on giving encouragement to all, including the unpopular students to be able to create productive and supportive atmosphere in humanistic way.

This work tried to find out some ways of praising that would be effective for higher motivation. With individual learner needs and personality differences, it is difficult to define but after analysing the interviews it was stated what forms of encouragement different individuals call for. The paper further tried to find out how praise influences the adults when learning. Although this is very difficult to research as

well, individuals who are more sensitive are influenced by praise in a great deal and those ones with high self-esteem seem not to be influenced too much. Nevertheless, it is crucial to take into account that even beneath their surface, there can be a sensitive soul, which can yearn for some gentle treatment. And this is the focus of further study in the future – to find out how practical implications given in findings will help to change the situation and make even more people happy. To conclude, it should be remembered that every learner is a unique individual and it is helpful to take the person as a whole to achieve the goals of teaching and learning process.

5. RESUMÉ

Tato práce měla v úmyslu zjistit, jak pochvala ovlivňuje dospělé při výuce anglického jazyka. Za předpokladu, že pochvala je nedílnou součástí výchovně-vzdělávacího procesu v rámci celého života jedince, je zřejmé, že ovlivňuje to, co děláme a jak se učíme, avšak je součástí toho procesu poměrně skrytou. Účelem tedy bylo vynést na povrch určitá fakta a předpoklady, aby tato abstraktní, ale ne nedůležitá složka mohla být pochopena a správně a účelně využívána, protože pochvala je něčím, co lidé vnímají, i když často nevědomky.

Chvála je tedy motivačním prvkem a při učení se čemukoliv je motivace základem. Proto je vhodné zjistit, jakou úlohu pochvala v procesu učení hraje. Tato práce se tedy zaměřila na to, jak pochvala studenty ovlivňuje, jestli vůbec, zda je motivuje více či méně a tím pádem také jaké jsou efektivní způsoby pochvaly či povzbuzování. Vycházelo se z předpokladu, že pochvala je samozřejmě spojena s dětstvím, kdy je dítě od prvopočátku chváleno za každý úspěšný krok v životě, následně pak v rámci školní docházky. Náhle pak lidé přestanou být chváleni s ukončením školní docházky a pochvaly se jim mnohdy nedostává ani v osobním životě. Nicméně pochvala je něčím, co může změnit mnohé, včetně postoje k něčemu, co se zdálo být nepříjemným. A tak se hypoteticky předpokládalo, že pochvala je velmi důležitá nejen obecně, ale i u dospělých do velké míry.

Téma pochvaly pro tuto práci nabývá na důležitosti také z toho důvodu, že mnohem více dospělých se dnes dále vzdělává v rámci celoživotního vzdělávání a téma motivace, tudíž i za pomoci efektivního využívání pochvaly, je pro ně více než aktuální. Motivy, ale hlavně zkušenosti a osobnosti dospělých se velmi liší, a to mnohem více než co se týče dětí, proto se dá předpokládat, že i pochvala bude nabírat různé intenzity, frekvence i použití. Aby bylo možné toto rozebrat ve výzkumu, bylo nejprve nezbytné pochvalu definovat, stejně jako věkovou skupinu, které se týká. Tak jako se k vyučování dá přistupovat různým způsobem, i zde v rámci pochvaly byly zmíněny tři různé přístupy, ke kterým je možné přihlížet.

Mezi základními definicemi pochvaly bylo zmíněno, že se dá chápat jako výraz souhlasu či obdivu, který se vyjadřuje často veřejně. Základním předpokladem dle Maslowa je, že každá lidská bytost vlastně vyžaduje pochvalu, jelikož zvyšuje

sebevědomí a sebedůvěru, a většina lidského jednání je směřována k dosažení pochvaly. Přestože někteří se mohou cítit nepříjemně, většina cítí při pochvale uspokojení. Je však nezbytné, aby pochvala byla upřímná, ne přehnaná a taktní, jelikož někteří, jak už bylo zmíněno, nemusí být na pochvalu zvyklí a může je tak uvést do nepříjemných rozpaků. Potom se pokládá za jeden z neúčinnějších způsobů vnější motivace, který například přímo ovlivňuje zapojení při práci na úkolu.

Behavioristický přístup k výchově a vyučování je chronologicky nejstarší, proto uvedl první argumenty jak k pochvale přistupovat. Behavioristé předpokládají, že člověk si užívá věcí a činností, pokud je má spojené s něčím příjemným. To platí samozřejmě i o učení, a tak příjemné zážitky spojené s učením mohou být iniciovány právě pochvalou. Pochvala může být stimulem pro dobré výkony, je však nezbytné brát ohledy na její míru. Dále se v tomto směru předpokládá, že pochvala je nedílnou součástí při výuce angličtiny a aby byla tato podmínka splněna, je vždy nutné najít něco, co by bylo možné pochválit. Nicméně pochvala je součástí celého systému kladného zpevnování využívaného při výuce, společně s neverbální komunikací jako stejně hodnotným druhem povzbuzování.

Pro humanistický přístup byly nejprve zmíněny základní prvky humanismu, které při výuce hrají roli, a to pocity, které činí člověka spokojeným, sociální vztahy, které podporují spolupráci a přátelství, zodpovědnost ve smyslu potřeby konstruktivní vnější kritiky a potřeba seberealizace, která dostává na povrch lidské kvality a jedinečnost člověka. Humanisté předpokládají, že je v lidské povaze dostávat ze sebe to nejlepší, a tak rolí učitele je především usnadňovat proces učení, brát v potaz člověka jako takového včetně jeho emocí a dobrých i špatných vlastností, aby bylo možné z každého co nejvíce vytěžit. Pochvala v humanistickém smyslu tak znamená vytvoření příznivé a přátelské atmosféry, která by podporovala učení a vytvoření podmínek pro seberealizaci.

Sociální konstruktivismus vnímá vzdělávání jako sociální proces, v kterém se studenti aktivně na procesu učení podílí, a tím si sestavují nové znalosti, přičemž učitel opět hlavně ovlivňuje zapojení studentů do určitých aktivit a k tomu je pochvaly a povzbuzování zapotřebí. V tomto směru se předpokládá, že učení spočívá ve spolupráci při hledání významů a porozumění za významné důležitosti pozitivního sociálního klimatu. Čím složitější předmět a náročnější požadavky, které jsou samozřejmou

složkou vzdělávacího procesu, tím více povzbuzení by mělo přijít. Aby bylo možné sestavit nové znalosti, je nezbytné, aby do procesu studenti vložili své původní pojetí a k tomu je právě potřeba, aby učitel podpořil skupinovou interakci, při které se jedinci naučí víc od svých kolegů.

Po představení jednotlivých přístupů byly učiněny teoretické závěry pro uplatnění v praxi. Bylo zdůrazněno, že pochvala by neměla směřovat jen k těm, kteří mají dobré výsledky, ale také k těm, kteří vynakládají více snahy, jelikož jim tolik nepomáhá přirozený talent. Pomalejší a nemotivovaní studenti by se dali „vyléčit“ intenzívní kúrou spočívající v tom, že učitel musí alespoň dvakrát za hodinu najít něco, za co by je mohl pochválit. Nicméně podstatou není jen chvála samotná, důležité je, aby měl student v učitele důvěru, aby cítil upřímnost a respekt z jeho úsudku. Pokud pak ani to nezabere, je nutné trpělivě vyčkat a zvážit také další motivační faktory. V pochvale by se neměly dělat rozdíly a učitel by si měl dávat pozor na to, zda chválí všechny studenty stejnou měrou, i ty, které nemá přímo v oblibě nebo se jich až trochu bojí, protože právě to zlepšuje vztahy mezi všemi zúčastněnými a v důsledku může změnit chování vyrušujícího studenta.

Pochvala by neměla být příliš oficiální a veřejná, jelikož někteří studenti se při ní mohou cítit trapně. V první řadě by měla být naprosto neformální a také absolutně upřímná a v souladu s osobností učitele. Dále by měla být specifická, použitá v případě opravdového úspěchu nebo úsilí a ne za něco příliš obyčejného a samozřejmého a v neposlední řadě umírněná, aby neztratila na ceně. Efektivní pochvala je tedy konkrétní, nečekaná, spontánní a různorodá, tak aby prokazovala věrohodnost. Obsahuje informace o tom, co student udělal správně a jakou to má hodnotu a tím způsobí, že i student sám si své práce více váží a očekává v budoucnu další úspěchy. Naopak je neefektivní, když způsobuje soutěživost ve smyslu porovnávání se s ostatními nebo například když zpevňuje pocit studenta, že by měl lépe pracovat, aby uspokojil učitele či vyhrál nějakou cenu. Behavioristé jsou toho názoru, že pochvala by měla být častá, protože čím častěji přichází, tím víc jsou studenti motivovaní. Kromě toho časté chválení také vytváří příjemnější atmosféru ve třídě. Pochvala by také měla přicházet společně s kritikou jako nezbytnou součástí procesu hodnocení, který by tak měl zahrnovat to, co bylo správně s radou, co by se mělo zlepšit a měl by být zakončen povzbuzením, které bude motivovat k budoucímu úspěchu.

Nakonec byla v teoretické části popsána specifika věkové skupiny dospělých a jejich vliv na učení, jelikož výuka je specifická a poněkud odlišná od výuky dětí. Andragogika jako věda zabývající se výukou dospělých je postavena na humanistické teorii učení a její zakladatel Knowles shrnuje charakteristiky dospělého tak, že dospělý jedinec je nezávislý a sám řídí své jednání, je orientován na cíl a důležitost pro danou věc, je praktický a je třeba ho respektovat. Tyto charakteristiky je tudíž potřeba brát v úvahu při používání pochvaly.

Dále byly zmíněny rozdíly mezi muži a ženami, které mohou hrát při výuce roli, přičemž muži jsou více nezávislí a dominantní v rozhodování a ženy jsou citlivější, emotivnější a rozvážnější. Muži uznávají právo a spravedlnost, zatímco ženy dávají přednost lidským vztahům a sociální skupině. I toto mohou být prvky, které ovlivňují jejich vztah k pochvalě a její vnímání.

Co se týče výuky dospělých samotné, je třeba mít na paměti, že dospělí nejsou *tabula rasa* a nepotřebují, aby je někdo řídil. Didaktické principy při jejich výuce zdůrazňují princip individuality, který respektuje rozdíly mezi zúčastněnými, hlavně ve smyslu jejich učebních schopností, různých předchozích zkušeností a znalostí a rozdílných potřeb.

Hlavním cílem výzkumné části bylo zjistit, jak pochvala ovlivňuje dospělé v učení a jak je možné chválit tak, aby byli více motivováni. V konkrétním výzkumu bylo cílem zjistit, zda je na zkoumaném vzorku studentů pochvala užívána efektivně, do jaké míry a co je efektivní dle individuálních potřeb konkrétních jedinců. V rámci akčního výzkumu bylo analyzováno 20 dospělých studentů z různých jazykových skupin různých úrovní, převážně z prostředí jejich práce, ať už byla výuka dobrovolná nebo navržená vedením. Účelem výzkumu bylo především zefektivnit výuku výzkumníka do budoucna, tedy rozvíjet schopnosti učitele tak, aby pochvala byla používána efektivně dle individuálních potřeb studentů a jejich osobností.

Výše zmíněná zkoumaná skupina dospělých byla rozebrána na základě poznámek z nestrukturovaného participačního pozorování po dobu 4 měsíců, které probíhalo v rámci jejich 90 minutových lekcí jednou až dvakrát týdně, po většinou v prostředí firmy, kde pracují, z části individuálně, z části ve skupinách. Takové pozorování umožnilo nevstupovat přímo do průběhu událostí a zachytit realitu tak, jak se objektivně jeví. Z toho vyplynulo, že pozorované subjekty je možné rozřadit do čtyř

skupin podle toho, jakou míru pochvaly dostávají, přičemž první skupina je tou, které se dostává pochvaly nejvíce, jsou chváleni nejčastěji nebo významně. Ve druhé skupině už je míra pochvaly omezenější, ve třetí nevelká, ať už z důvodů vzájemného respektu a partnerství nebo dostatku sebedůvěry a čtvrtou skupinu tvoří studenti, kteří mají zanedbatelnou míru povzbuzování vzhledem k jejich vlastnostem, které učitelé prozatím znemožňovali užívat chvály více.

Poté následovaly rozhovory se zástupci všech čtyř skupin, které vznikly pozorováním, vzhledem k tomu, že interview je metodou umožňující dostatečně odkrýt pocity a emoce studentů a umožňuje větší spontánnost, která je nezbytná u tak abstraktního tématu, kterým pochvala je.

V závěrečné části, která měla vyvodit důsledky z rozborů obou metod, bylo zjištěno, že v pozorování vyplynuly čtyři skupiny studentů podle míry pochvaly, která se jim dostává, přičemž v první skupině byli studenti většinou citliví a stydlivější, naopak v poslední skupině takoví, kteří jsou osobnostně nejvíce vzdálení učiteli, disponující nějakou neoblíbenou vlastností či sníženou schopností. Především se dají tito studenti charakterizovat jako přehnaně ambiciózní a egocentričtí.

Zjistilo se, že pochvala opravdu ovlivňuje každého úplně jinak a proto je také potřeba používat různé způsoby chválení a povzbuzování. Hlavní hypotézou bylo, že pochvala je při výuce dospělých důležitá. Rozhodně se potvrdilo, že je něčím příjemným a nezbytným pro většinu studentů, ale je i skupina takových, pro které je to pouze něco navíc. Ti jsou většinou velmi zkušení, jsou si velmi dobře vědomi sami sebe, svých silných stránek a nedostatků a charakterově velmi vyrovnaní. I ti však potřebují určitou formu povzbuzení a tak je opravdu potřeba zaměřit se na rovnoměrnou distribuci pochvaly včetně směrem k neoblíbeným studentům, aby byla zajištěna produktivní a podporující atmosféra při výuce.

Tato práce se snažila zjistit, jakým způsobem je možné chválit tak, aby byla motivace studentů větší, ačkoli je to velmi těžké vzhledem k individuálním potřebám studentů a rozdílům v jejich povahách. Je také obtížné zjistit, jak pochvala dospělé při výuce ovlivňuje, nicméně citlivější jedinci jsou k pochvalě vnímavější a ti, jejichž sebejistota je větší, na ni tolik nereagují. Při výuce je však potřeba brát v úvahu fakt, že i pod tvrdou slupkou se může skrývat citlivá duše toužící po pochvalě, které se jí v běžném životě dospělého tolik nedostává, což je ale už tématem pro další výzkum:

aplikovat zjištění v praxi a zjistit, zda se situace a spokojenost studentů změnila vlivem jiného přístupu k pochvale.

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7. APPENDIX – INTERVIEW TRANSCRIPTIONS

Interview 1

R = researcher, J = John

R: Tak jako taková úvodní otázka- máš pocit, že ti angličtina jde? Jak bys to charakterizoval?

J: Mám pocit, že mi jde líp čtení než komunikace s ostatními, domlouvání se a umím vyslovovat „r“

R: já myslím, že komunikace ti jde dobře, že jsi schopný říct cokoliv.. proč máš pocit, že ti jde vyslovovat zrovna „r“?

J: Jak jsi mě pochválila poprvé, myslím, že jsme byli sami na hodině a doháněli jsme něco, co já jsem zameškal a četl jsem „married“ nebo tak a tys říkala..fakt jsi vypadala jakože..fakt jsi mě pochválila jakože to znělo..

R: připadalo ti, že jsem to řekla upřímně?

J: no, z toho já žiju doteď

R: no určitě to tak je.. máš pocit, že když tě chválím za něco takového, že to je upřímné?

J: jo, to jo, ale mám pocit, že od té doby už jsi mě moc nechválila

R: aha.. a jak často tě tedy chválím? Nebo za co?

J: já si pamatuju tadytu pochvalu a pak já mám takovej hloupej pocit jsem měl z toho, když já vím, že v tý angličtině nejsem dobrej a tak mám špatnej pocit z toho, že bych se mohl srovnávat s těma ostatníma a teď jakoby chválíš víc je a toho si tak nějak všímám a tak myslím, že to je takový konstantní od té doby jak jsem řekl to „vdaný“ a jak jsem řekl, že z toho tak nějak vyžívám. Né, chválíš mě i častěji, ale jako pochvalu si pamatuju tadyto...

R: a proč si ji pamatuješ? Bylo to první, žes na to nebyl zvyklý nebo jsi to dlouho nezažil, žes dlouho nebyl ve škole, kde by tě chválili nebo v práci tě nechválí...

J: no, asi jako že to bylo první.. v práci mě moc nechválí. Pamatuju si to protože jsem z toho měl fakt radost, že mi něco jde a když ti někdo řekne, že ti to jde, tak si to pamatuješ. Nebo tak, když přijdu s něčím novým, tak mě pochválíš a já z toho mám radost

R: jako třeba?

J: třeba veřejná popularita – public... (naráží na nedávný úspěch, kdy odhadl dobře význam)

R: když prostě přijdeš na nějaký výraz, který bych nečekala, že bys věděl..nebo že by kdokoli věděl, ale v podstatě asi i v tu chvíli sám cítíš, že jsi věděl něco, co ostatní ne.. měl bys z toho radost i bez toho, aniž bych něco řekla?

J: no ani bys to nemusela říkat. Mě stačí takový nějaký..

R: stačí ti tedy, když se ti něco povede?

J: ale když tě někdo pochválí tak je to o stupínek lepší, ale zas když někdo chválí až moc, to už je takový zprofanovaný

R: co by to znamenalo moc? Říkat za každým slovem „yes, great, perfect“ nebo chválit po každé hodině cos udělal dobře?

J: to už tak беру že to můžeš říkat každému, že to je prostě styl toho, jak ty jednáš s těmi svými studenty a myslím, že by to souviselo s tou neupřímností, že bych měl z toho ten pocit

R: měl bys pocit, kdyby to bylo často, že to není úplně upřímné?

J: no, že to je takovej ten, že zkoušíš praktikovat nějaký učitel'skej figl, abys nás podporovala, to zapálení pro to, nebo tak.. ale vlastně myslím, že by se to asi míjelo účinkem.. nevím, myslím, že když něco přijde z ničeho nic a jednou za čas, tak je to lepší než když to máš každý den, protože pak si na to zvykneš a pak už to pro tebe nic neznamená

R: Rozhodně.. takže zmínili jsme to, že jsem tě pochválila někdy za výslovnost, někdy tě chválím za něco, co by se nedalo čekat že bys věděl, pamatuješ si ještě nějaké věci jiné, za které tě chválím? (přemýšlí, neví co říct) nebo třeba jakýma slovy?

J: no nevím.. a nemyslíš čistě jako vyloženě chválit slovy, že by to bylo dobrý, ale stačí, že seš tím pobavená

R: cokoliv, určitě.

J: nebo ostatní jsou tím pobavený a není to úplně zcestný, naváže to na to, co se řeklo před tím

R: určitě. Jestliže to přispívá k atmosféře hodiny nebo pro dobrou náladu, to zas motivuje ostatní tým, že je to baví. Takže máš třeba dobrý pocit z toho, když mě to baví, usmívám se, přikyvuju, že to děláš dobře...

J: no, z toho mám dobrý pocit, protože jsou dny, kdy mám fakt špatný pocit z toho, že tě zklamáváme i když nám něříkáš že to je špatný nebo tak..ale když.. většinou je to když jsem tam s Renčou, Iva ve mně podporuje to, že mě tak nějak divně tlačí dopředu, ikdyž moje vědomosti jsou stejné, když tam jsem s Renčou nebo s Ivou. Ale když tam jsem s Renčou tak si připadám v tom tak nějak víc ztracenej

R: v jakém smyslu?

J: no že nedokážeme vhodně reagovat na to, co ty říkáš. Že mám pocit že tě zklamáváme, protože ty do toho investuješ ty své vědomosti a snažíš se nás něco naučit, ale já vim, že doma na to kašlu a prostě se na to nekoukám a když tam jsem s Renčou, tak ona to ve mně ještě nějak umocňuje, že se v tom ztrácíme oba víc, že třeba Iva, nechci říct že toho ví víc, ale to co ví, umí jinak používat..

R: no tak Ivča je v určitých věcech napřed, ale třeba se bojí mluvit, kdežto Renča je zase svědomitá a poměrně se připravuje, věnuje se tomu, dělá úkoly a ty se třeba zase nebojíš mluvit, takže se vlastně dost doplňujete..

J: no když jsme všichni, tak je to nejlepší

R: Iva má ty gramatické vědomosti, je trošku napřed teoreticky, Renča je svědomitá a ty můžeš používat intuici. O to je ta hodina vyrovnanější, když to toho dáte každý své schopnosti

J: no když myslíš...asi bychom měli cestovat spolu (smích)

R: co se týče chyb, když děláš chyby v mluvení nebo v nějakém cvičení, uvědomuješ si je nebo jsi radši když tě na ně upozorňuju?

J: no tak to určitě

R: člověk když formuje větu, tak třeba ví, že to řekl špatně a někomu to vadí, že ho na to upozorňuju, protože ví, jak by to mělo být. Tak jestli je lepší nechat tě povídat nebo potřebuješ motivovat, reagovat jako „jo, to je ono“

J: potřebuju nějaký druh toho vedení, myslím že ta kostra co nastavuješ, abychom správně kladli ty slova za sebou nebo cokoliv, tak že to je jako důležitý, o tom to je.. když bys kývala a pochvalovala na blbosti co bych říkal, tak k čemu by to bylo..?

R: no že bych tě tolik nepřerušovala, když mluvíš. bylo by to plynulejší. Máš pocit, že je lepší, abys mluvil nebo ti vyhovuje když opravuju ten slovosled nebo napovídám slovíčka?

J: já to mám radši když to děláš, protože líp se učím poslechem než...

R: někoho to může úplně rozčilovat, když chce něco říct, ví přibližně jak by se měl vyjádřit, ale já ho třeba přerušuju jak ho usměřuju

J: ne, já myslím, že je lepší když mě usměřuješ, protože když chci říct větu o pěti slovech a vím z toho dvě, tak jsem fakt rád, když ty zbývající tři můžu od tebe slyšet a když mi je poskládáš tak jak mají jít za sebou

R: ale kolikrát se potom stane to, že vidím, co chceš říct, ale že ti to nejde, tak to dořeknu za tebe a trefím se, že říkáš „to je ono, to jsem myslel“

J: no a někdy taky že to není ono, to jsem říct nechtěl, ne ale tohle mě určitě nevadí, nerozčiluje... a pak přijde někdy na tu češtinu, no ale ty pochopíš jak jsem to myslel ... no a pak se třeba usměješ, pokyneš nebo tak, nemusíš mě chválit těmi slovy, ale vlastně mě pochopíš jak já jsem to myslel a to stačí že jo, když se lidi chápou

R: a když odcházíš z hodiny, jaký máš pocit?

J: já mám takový pocit štěstí.. něco podobného jako po józe, když je fakt dobrá hodina, nevím, myslím, že to ve mně vyplavuje nějaký endorfin

R: a čím to je? Máš dobrý pocit z toho, že ty sám něco řekl dobře nebo že to byla dobrá atmosféra, kolikrát se hodně nasmějeme...

J: no... jednak je to kolektivem, protože vás mám rád, s tebou je legrace, i s Renčou, Ivu mám rád, mám pocit jakože jsme dobrá parta a pak když je to o angličtině a v tý hodině se ti daří a nemám z toho ten pocit, že tě nějak zklamáváme, ale že můžeš mít pocit, že nás něco naučila, když mám ten pocit „tak třeba dneska si Kamča může říct, že dobrý, že ta její práce není úplně zbytečná“

R: takže necítíš to ani tak sám za sebe, že udělal něco dobře, ale spíš vůči mě, když ze mě cítíš, že jste mi udělali radost

J: no, že ty seš spokojená, tak já jsem taky spokojenej

R: to znamená že určitě vnímáš ty moje reakce, kdy já jsem spokojená, kdy vás nějakým způsobem chválím i když ne třeba slovně, ale třeba gesty, prostě vidíš, že z toho mám radost

J: že z toho máš radost, no.. že nemusíš běhat k tabuli, otáčet listy „to jsme brali minule“ a tak, když použijem ty věci, co jsme se naučili v předchozích hodinách a my si to pamatujem

R: a když to použijete a já řeknu „jo, dobrý“

J: to nemusíš ani říct, stačí to, že nám plynule nemusíš nic dalšího vysvětlovat nebo vysvětlovat znovu a navážeš na to další věci

R: takže to, že ta hodina odsípá, že se nezaseknem na něčem, co jsme dělali několikrát

J: jasný, že nemusíme opakovat látku, ale tak my jí opakujem vždycky zpětně, ale že někdy je to fakt špatný..

R: ne, to se prostě někdy tak sejde, Renča chodí rovnou z práce, je unavená a hned má zase jít rovnou na angličtinu, tak i to dlouho trvá, než se do toho člověk dostane, ale určitě to není pořád, není to pravidlo, že bychom pořád museli dělat všechno znovu.. a myslím, že se doplňujete ať jste jakkoliv nakombinovaný... V čem jsou tvoje slabý stránky v angličtině, co bys potřeboval zlepšit?

J: tak slovní zásobu..taky docela často mi trvá tě pochopit co chceš, že to musím slyšet víckrát nebo rozumím jen části těch vět

R: ale to je určitě moje chyba, že to říkám moc složitě, snažím se to dát o level výš, že na vás mluvím skoro tak, jak bych mluvila normálně, nemluvím vždycky jednoduše a pomalu, abyste to měli trochu těžší a snažili se poslouchat jak kdyby to byl rodilý mluvčí a až pak když vidím, že se nechytáte, tak to postupně zjednodušuji

J: a když to vůbec nejde, tak česky.. no většinou se snažím si tě poslechnout, pak abys to zopakovala a z těch věcí, co jsem rozuměl si poskládám co asi možná chceš..

R: máš třeba pocit, když tomu nerozumíš, když se vám snažím něco takhle vysvětlovat anglicky a je to složitější, že tě to demotivuje, vadí ti to nebo je to výzva?

J: ne, já si spíš říkám „snad si nevšimla, že nevím o čem mluvím“, ne ale nemám fakt pocit, že by mě to nějak demotivovalo, i když spíš, teď jak jsi řekla, že tlačíš ty levely nahoru, že nám asi neříkáš nic, čemu bysme už neměli rozumět, tak si spíš říkám, „to je tím, že na to kašleš“

R: vztahuješ si to na sebe, jak kdyby to byla tvoje chyba (to že nerozumíš všemu), ale není to úplně tak...

J: já si myslím právě že jo, protože kolikrát to jsou věci co nám říkáš, který říkáš ob každý druhý cvičení

R: no tak podle toho o čem mluvíme, pokud je to tvoření otázek, tak to už samozřejmě musíte umět ale jestliže vám vysvětluju nějaký slovíčko, který nechci říct česky a chci vám vysvětlit tu definici a chci abyste sami přišli na to, co to znamená

J: tak to mi docela jde (smích) no, to mi říkala lva „no dyk ty jí rozumíš všechno co říká“ přitom to tak není, ale někdy mi to docvakne

R: a pak z toho máš taky radost, když něco vysvětluju a pochopíš význam

J: třeba jako náradí nebo udělej si sám (naráží na to, když jsem anglicky vysvětlovala tool a DIY)

R: v tomhle je to zase pro mě úžasná odměna, když vidím, že jste něčemu takhle rozuměli, něco sami pochopili, sami si na to přišli

No a tak bys to shrnul tak, že té pochvaly není zas až tolik? Že si vybavuješ tu první, která byla taková nečekaná

J: né tak protože byla první a nikdy jsem před tím s angličtinou nepřišel do styku, ale tys už první hodinu říkala „všichni jste do dotazníku napsali, že jste s angličtinou nikdy nepřišli do styku“ i když u mě to byla pravda, i když tamta holčina jí měla na základce.. tak dobrý, tak jsi nás všechny pochválila, já jsem se snažil a pak tohle bylo, když jsme tam byli sami a mě přišlo, že jsi z toho byla taková pař nebo aspoň jsem z toho měl takovej pocit

R: to byla, určitě byla vidět ta upřímnost, emocionálně projevená, protože jsem z toho byla opravdu vedle, že to bylo jak od rodilého mluvčího

J: no a teď ta pochvala myslím, že je v takové míře aby splňovala to, co by pochvala měla splňovat, že když člověk na něčem dělá soustavně a snaží se být lepší a lepší není to pochvala jako „tys to hezky udělal“ a konec...ale je taková motivační. ale na druhou stranu, ale člověk je fakt rád, že to nebere, že to říkáš čistě z toho, abys nás motivovala, já se asi nevyjadřuju správně..že jako člověk to bere i z toho pohledu, že ty z toho máš radost

R: tak prostě pokud je to upřímné, tak je jedno jak je to často, ale musíš z toho mít ten pocit, že to je upřímné, to znamená, aby to nebylo přehnané, aby to nebylo zas tak často, že bys tomu přestal věřit

J: no přesně tak

R: jsou také typy lidí, kteří jsou z pochvaly úplně vedle, to je třeba u lvčí, cítí se úplně až trapně, to se ti asi nestává, že by ses cítil trapně, že jsem něco před ostatními vyzdvihla

J: ne, trapně asi ne, ale mám takovej pocit, že když máme nějaké téma a nejdřív se zeptáš holek a já mám čas na to si to v hlavně připravit a pak mě pochválíš, tak nemám z toho ten...

R: musíš mít taky dobrý pocit žes řekl něco výjimečného...

J: no, ale spíš jako že jsem si to připravil dopředu a že to je tak trochu nafixlovaný nebo že ta pochvala...

R: není za něco, zas až tak za úplně vyjimečný výkon

J: no tak asi.. jinak u lvčí jsem si toho všimnul, že ona to spíš tak jako shazuje

R: a tak se cítíš nějak hrdě, cítíš takový zahřátí u srdce, máš z toho dobrý pocit nebo to někdy i přehlížíš, někdy si toho třeba nevšimneš, když tě pochválím? Myslíš, že to vždycky zaregistruješ?

J: u něčeho jsi mě třeba chválila a já jsem měl takovej pocit, že jsem ani neřekl „díků“ něco takového, no..

R: za to se nemusí děkovat

J: ale radost člověk určitě cítí, ale souvisí to s tím, že jsem hrdý, když dokážu reagovat na to, co ty říkáš a co po nás chceš a obejde se to bez nějakýho dlouhýho vysvětlování nebo objasnování něčeho o čem už jsme se bavili. Nevím jestli jsem hrdej..

R: máš ze sebe radost..

J: Máš ze sebe radost, když ta hodina odsípá a posunem se někam dál, když se nemusíme babrat v něčem..

R: znamenalo by to, kdyby to takhle bylo pořád, že bych nemusela nic chválit, odcházela bys z každé hodiny spokojená, aniž bys slyšela nějaká slova chvály..

J: když by to každou hodinu odsypalo? no asi si víc všímám toho, že nepotřebuju, abys to říkala slovy, že to vyjadřuješ i tak, že stačí jak se zatváříš, že já něco řeknu a ty na to pálíš další otázku a že na to někdo další zareaguje a má to spád a už tohle mi přijde jako určitý druh ne pochvaly, ale je to něco, na co se člověk těší, že to nějak šlape

R: a když použiju ty konkrétní slova, tak se cítíš jak? Máš z toho radost nebo to závisí na tom, že máš ty sám radost ze sebe?

J: když řekneš konkrétní slova? Jako „yeah, great“?

R: no, když řeknu třeba „excellent, well done, that was really good“

J: teď už mám pocit, když to teď řekneš, že už mám takovej pocit, že už nejsme úplně na tom začátku...

R: na začátku tě to motivovalo víc.. teď už to dokážeš sám ohodnotit ten svůj výkon

J: no, no, no. Asi tak nějak, teď už si říkám, že už z toho nejsi úplně překvapená, máš z toho radost, ale už to od nás očekáváš, že už něco takového dokážeme vyprodukovat, už to není takový heroický výkon, ale chci, abys to říkala. Protože už očekávám, že už jsme nabyli takový vědomosti a chceme ti odvádět tu zpětnou vazbu na to, co tys nás naučila nebo..

R: takže chceš abych to říkala kvůli tomu, abys měl pocit..

J: ne, nechci abys to říkala, ale jsem rád, že to říkáš, protože vím, že to znamená, že to jede, že to šlape, už to neberu jako, že to je něco extra, ale že to je známka toho, že nevaříme z vody, že už to má nějakou kvalitu

Interview 2

K = Kamila, R = Renata

K: Tak začla bych úplně obecně – máš pocit, že ti angličtina jde? Jak se při tom cítíš?

R: Na to, že se angličtinu učím asi rok, tak mám pocit, že už nemám problém. Třeba když jde někdo po městě a má tričko s nápisem, tak si to hned začnu překládat, na internetu už si umím přeložit nějaké anglické slovíčko. A jsem z toho hrozně překvapená, že jsem měla pohled na angličtinu, že je hrozně těžká, že jsem se jí ani nechtěla učit a teď už jsem hrozně šťastná, že už si dokážu dát do kupy nějakou větu, něco když vidím napsáno v angličtině, tak s tím taky nemám problém. Fakt jsem si představovala, že mi to vůbec nepůjde a jak se učíme, tak myslím, že dobrý, no..

K: Máš z toho prostě dobrý pocit, baví tě ten jazyk jako takový..

R: Jo, fakt jo

K: Čím myslíš, že to je? Ten jazyk ti přirostl k srdci nebo že ses tomu hodně věnovala.. čím to je, že se změnil ten postoj?

R: já jsem pořád měla k angličtině takový odstup, jako proč právě angličtina má být celosvětový jazyk, mě to hrozně štvalo, pořád jsem se tomu bránila, ale pak se mi stávalo, že jsme potkávali turisty a všichni mluvili anglicky, já jsem si připadala hrozně blbě, když ségra s nima mluvila anglicky a já furt že mluvím jenom německy, tak kvůli tomu jsem do toho šla

K: zajímalo by mě teda teď když z toho máš dobrý pocit a baví tě to, tak čím to je? Je to tím, že ti to jde, že tě ten jazyk baví...

R: ani mě moc nebaví, ale zrovna včera jsem říkala, ta angličtina je tak jednoduchá a když člověk řekne, že to je jednoduchý, tak to znamená, že už mu to jde. Zrovna včera jsem překládala nějaký vtip, tak jsem tomu rozuměla a tak mě to těší, mám z toho radost, když už si umím něco přeložit nebo kolegyně mi v práci posílala něco anglicky a i když jsem to překládala slovo po slovíčku, z toho kontextu jsem si to dala nějak dohromady, pochopila význam, tak jsem tam řvala na lidi „jé, hele, já jsem to dokázala přeložit“ už mi to šlo no, tak mám z toho radost. Taky je výhoda, že jak máme tu knížku, že tam není nic česky..

K: a myslíš taky, že jak já na vás mluvím, že se snažím nepoužívat tu češtinu tolik, aby to byla trošku výzva, tak je to dobře?

R: na začátku jsem si říkala, že nic nerozumím, ale je to dobrý, prostě když člověka hodiš do vody, tak plave. Pořád když to řekneš anglicky, tak to pochopíme a pak máš z toho mnohem větší radost. Já taky chci říct něco anglicky a ne že tam mám tu stopku, ne že jako se stydím, ale prostě to neřeknu, prostě si nejsem sebou jistá

K: tak máš někdy pocit, že se bojíš nebo stydíš nebo že bys to neřekla správně?

R: já se nestydím, protože už se známe, ale chci něco říct a uděláš to „uh“ – neumím to tak správně, nejsem si jistá, přitom by to třeba mohlo být správně

K: máš pocit, že tě o hodinách chválím? V jakých třeba situacích?

R: hm, jo. Když něco uděláme dobře, tak se ti to líbí, řekneš, že jo, že to je dobrý, že nám to jde a to je důležitý. Nechválíš nás celou hodinu, protože někdy není za co. Ale třeba jak dneska, jak jsme napsali správně tu zprávu, tak si řekla že jo, dobrý, že nám to šlo, tak to je dobrý, to je taky důležitý

K: myslíš, že to dělám často nebo dostatečně?

R: děláš to tak, že když si to zasloužíme, tak to řekneš. Zas by bylo blbý, kdybych řekla, já nevím, půlku věty správně a už mě za to chválíš... prostě tak, když fakt něco uděláme dobře, tak nás za to pochválíš

K: a jakým způsobem to dělám? Co třeba říkám?

R: že řekneš „jo, skvělý, dobrý“ já nevím, že to bylo dobrý, například domácí úkol

K: a co cítíš, když takováto slova použiju? Máš z toho radost, že jsem to řekla, že jsem to nějak vyzdvihla nebo je to v případech, kdy sama víš, že to řekla správně

R: mám z toho radost, že jsem udělala krok dopředu, že už mi to jde a tak. To je taky důležitý, ta pochvala, jo, mám z toho radost

K: je to důležitý když to řeknu nebo bys i sama cítila, že to řekla správně?

R: no někdy bych to cítila, kdybych si byla stoprocentně jistá, ale já nejsem zvyklá..nečekám za nic pochvalu, taky se mi to nestane. Je to automatický, že člověk to nedělá kvůli pochvale, dělá to kvůli sobě, ale je důležitý, když dostane pochvalu, je to lepší

K: motivuje tě to..

R: taky mě to motivuje, že vím, že jo, že jsem to udělala dobře a taky jsem hrozně ráda, když Honza taky něco udělá dobře, když i jeho pochválíš. Někdy se učím z Honzových chyb, taky ráda poslouchám co řekne on, třeba když se splete, řekne něco jinak, vím, že se to tak nemá, tak si to zapamatuju, jsem ráda, že poslouchám i ostatní, no.. a on ví někdy věci, co nevím já, někdy koukám, jak to ví, prostě je jiný. Já někdy se učím víc automaticky, že co probíráme, tak se učím a on někdy ví tak jako dopředu takové slovo, že já jsem ho někdy slyšela, ale nevím co znamená

K: jak jsi mluvila o těch chybách, když tě upozorňuji na chybu, tak jsi za to ráda nebo někdy bys byla radši kdybych ti dala víc prostoru, když se snažíš mluvit, vyjádřit se

R: já jsem takový typ, že já bych byla ráda, kdybys mě opravovala pořád. Já bych se tě pořád ptala „jak to má být, jak se to vyslovuje“ já bych se tě ptala na každé slovo, prostě pořád, ale už vím podle zkušenosti, že to nemůžu to brát tak, že jsem na hodině jenom já a pořád se ptát, jak se to řekne..

K: takže bys byla radši kdyby ta zpětná vazba byla pořád, pořád říkat „ano, je to tak“ pořád to nějak komentovat

R: ale vím, že to je otravný, že by to bylo vyčerpávající, že bych pořád „a jak se to čte, mám to správně?“ Abych si byla fakt jistá, že to je tak

K: potřebuješ dodávat tu jistotu nějakým způsobem dodávat..

R: jo, protože já někdy například mluvíme spolu a já si něco napíšu do sešitu, tu větu, ale někdy to nemám napsané správně

K: a když mluvíš tak chceš taky tu podporu? Protože nemůžu ti do té věty skákat pořád..

R: no, pak mi to řekneš na konci, to je dobře

K: protože myslím, že někdy by to bylo na škodu

R: a já se někdy zeptám „Kamčo, je to správně?“ a ty „jo, jo, je to správně“

K: dneska to třeba bylo zrovna několikrát, že jsem na to úplně nechtěla reagovat, abys měla ten pocit, že je to samozřejmé, že to bylo správně, protože tohle už přece dávno umíš

R: to jo, přesně tak. A já pořád..

K: aby ses neptala pořád na ty základní věci, jestli je to správně, protože v tom už by sis měla být jistá a já to vím, že to umíš a ty to asi vnitřně víš taky, že už ta konkrétní věc zrovna není problém, ale ptáš se

R: to už mám asi v povaze to ujišťování

K: takže ti vyhovuje, když mluvíš, když u toho aspoň nějak kývám, usmívám se

R: no mě přijde, že to děláš dobře. Taky by to nebylo dobrý kdybych to měla pořád. Když udělám chybu, tak mi to prostě pak řekneš a tak

K: takže na jednu stranu bys ode mě pořád vyžadovala nějakou reakci jestli je to správně, ale kdybych to dělala, tak možná by to bylo až neupřímné

R: to nejde no... a taky nechci otravovat, že oni to už umí vyslovit nebo vědí co to znamená, tak si napíšu to slovíčko a podívám se doma. A kdybys říkala „skvělý“ za každým slovíčkem, to už bych musela tu angličtinu znát fakt dobře.. nebylo by to dobrý, protože někdy bych si myslela, že jsem to fakt neřekla dobře a ty bys to přes to dělala, to už bych věděla a to taky není dobrý. Teď máme fakt pochvalu když fakt řekneme něco dobře, tak ji dostaneme a když ne, tak ne a my taky víme sami, když nám to nejde, tak si řeknem „co to máme za den?“

K: takže máš pocit, že když vám to jde, tak vás pochválím a když vám to nejde, tak to nedělám.

Nevyzdvihnu třeba nějakou maličkost, která se vám povedla na té hodině, když je ten špatný den jak říkáš?

R: někdy jo, když vidíš, že jsme z toho už zničení, tak nám řekneš „jo, dobrý“ i tak. No někdy ani to nepomůže, když máme takovej den. Já už to pak ani nevnímám, jsem na té hodině, ale už jsem někde úplně mimo a i kdybys mě pochválila, tak si to nevezmu úplně tak, jak kdybych byla v pohodě..

K: jak bys to shrnula, když tě pochválím, tak z toho máš radost nebo jaký máš pocity? Někdo se při tom cítí trapně, někdo hrdě, je na sebe pyšný

R: to je tak, ty to řekneš v anličtině a já to beru jako že jsi nás pochválila, ale bylo by to jiný, kdybys mi to řekla v češtině „Renato, teď to bylo super, je to perfektní, řekla jsi to správně“, tak by to bylo taky jiné, ale nevím proč. Já někdy si myslím, že když to řekneš v angličtině, že ne třeba tomu nerozumí ostatní, někdy rozumí.. já nevím, je pravda, že někdy by to bylo pro člověka trapné

K: takže někdy když to říkám v angličtině to nemá zas až takovou hodnotu?

R: já jako chci být pochválená, to je fakt super, když tě někdo pochválí, já nevím jak to říct.. kdyby nás bylo hodně a kdybys pořád chválila jenom mě, tak už bych nechtěla být ta nejlepší a pak i kdybych něco věděla, tak bych byla zticha. Pochvala je super, ale je fakt, že když jsem byla ve škole a učitelka mě pochválila, tak jsem se za to někdy styděla, protože spolužáci „jé, ty umíš všechno“ a když mě pochválí vedoucí v práci, tak to je jiné, ona to neřekne přede všema, ale osobně.. obojí má něco do sebe. Ale pochvala je super, že s člověkem dělá divy. Jako v dětství, když tě rodiče málo chválí, tak je člověk takovej usedlej a když tě rodiče chválí víc, učí tě lyžovat a chválí tě u toho.. i když se ti to nepovede, člověk víc získá sebevědomí, že jsi si sebou víc jistá

K: no a kde je ta hranice, kdy už je té pochvaly moc?

R: člověk si zaslouží pochvalu, když fakt udělá něco dobře, ale když třeba jen napůl.. jednou za čas pochválit, ale ne pořád, to už by si člověk ani nevážil, když už toho máš fakt hodně. Do určitého věku je to dobrý, když člověk má pochvalu, že je si pak sebou víc jistý

K: a v dospělosti, člověk už je vyrovnanější, sebejistější. Je to důležité pro dospělého člověka, který by měl být už vyformovaný? Může to být člověk, který nebyl v dětství chválen, ani dnes ho nikdo nepochválí a pak se mu stane jen na angličtině, že mu řekneš „to bylo skvělý“

R: no, to je rád, jestli udělal něco dobře..někdy se snažíš jak chceš, už jen kvůli tomu dělat něco dobře, ale jsi rád, že to slyšíš. Dělá to s člověkem divy, no..to je jasný. Já taky když jsem v práci a někdo něco udělá.. jednou mi holky řekly, že je málo chválím, někdy na to člověk opravdu zapomíná. Teď když si na to vzpomenu, tak už řeknu, „jo, super, děkuji vám, bylo to dobrý, zvládli jste to“ a oni už si z toho dělají srandu, že „no jo, uvidíme“ Člověk na to zapomíná, buď to je tím, že tebe někdo málo chválí nebo nevím.. zapomeň pochválit jiného, většinou protože to bereš automaticky, ale když někoho pochválíš a vidíš, že z toho má radost, tak to dělá radost i tobě

K: tak myslíš, že to člověka motivuje k lepším výkonům, když to slyší? Máš pocit, že se budeš snažit víc

R: ono je to hrozně příjemný, ale někoho to může motivovat, někoho ne. Mě víc motivuje to, že se fakt chci naučit, abych rozuměla aspoň základní věci, to mám teď na prvním stupínku tuhleto motivaci, ale tohleto mi to hrozně zpříjemní a mám pocit, že jsem na dobré cestě k tomu, co chci. Přeci jsem nešla na angličtinu jen kvůli tomu aby mě někdo chválil, ale je to dobré, mělo by to k tomu být

K: a myslíš, když vás chválím, že to je upřímný? Že to je v situacích kdy to myslím vážně?

R: jo, protože když řeknu něco špatně, tak já to taky vím, že jsem řekla blbost, že si to uvědomím a když uděláme něco dobře, tak to řekneš a já už taky vím, že to bylo dobré a když si myslím, že byla jen půlka správně to taky nechci být chválená

K: a když jsem někdy shrnula celou hodinu nebo i delší časový úsek a ohodnotila jako třeba „to je skvělé, že můžeme tak přirozeně konverzovat“ jako že jste udělali za poslední dobu velký pokrok, jaký máš z toho pocit?

R: no dobrý. ono je hlavně vidět, že ti to dělá velkou radost, když my uděláme nějaký pokrok. Mě jednou Honza řekl, že ty, když my uděláme něco dobře, že máš z toho hroznou radost, já říkám „mě je jí někdy líto, co s náma musí všechno vydržet celou hodinu“ a on že jsi hrozně ráda, že je to hezký.. tobě dělá radost to, že jdeme dopředu. Já si někdy říkám, že je mi fakt líto, že jsem něco nevěděla a někdy to chci udělat i kvůli tobě, že nás učíš, věnuješ tomu své volné chvíle, ty bys mohla dělat i něco jinýho a my to takhle necháme plavat, někdy fakt se nesnažíme, je to pravda.. oba chodíme do práce.. ale taky bychom mohli doma se víc učit

K: a taková poslední otázka, v čem myslíš, že jsou tvoje slabé stránky? Co bys tak mohla zlepšit?

R: asi výslovnost a kdybych se tomu věnovala denně aspoň půl hodiny a zopakovala si to, co jsme měli, tak bych po určitou lekci aspoň to uměla perfektně, ale nechce se ti, něco máš..

K: tak to je asi všechno nebo tě ještě k tomu něco napadá?

R: Prostě je to dobrý, člověka to motivuje a člověk, který má málo pochvaly, tak ho to hrozně nadchne, někoho víc, někoho míň, ale je to pořád pozitivní věc. Ale někdo je takovej blázen, já si dokážu představit, že bychom měli roditěho mluvčího, přijde Angličan a pořád by říkal „yes, great“ u nich je to takové, my jsme uzavřenější. Ale jsem ráda s každým novým slovíčkem co se naučím, tak mi to dává hodně a člověk víc nabere sebevědomí, když si řekne „už vím tohle, tohle“ ale pochvala je důležitá pro všechny lidi a je důležitá i v životě

K: tak moc děkuju..

Interview 3

R = researcher, C = Mrs. Cupakova

R: Nejdřív bych se zeptala, zda máte pocit, že vám angličtina jde nebo jak vám jde?

C: Šla by mi líp, kdybych se tomu víc věnovala

R: a čím to je, že se tomu nevěnujete?

C: čas

R: a myslíte, že by se učiteli mohlo podařit víc vás motivovat, abyste se tomu věnovala víc?

C: tady nejde o motivaci, tady jde o časovou možnost

R: takže je to prostě pracovním vyčerpáním

C: nejen pracovním, i životním, celkově

R: takže motivaci máte, chtěla byste se učit, jenom ten čas není

C: no a taky už to není takový jako za mlada, je to horší, už si miň pamatuju

R: a co se týče pochvaly, máte pocit, že vás chválím o hodinách?

C: měla jsem, občas jsi mě pochválila

R: za co to většinou bylo?

C: když se mi podařilo správně sestavit větu

R: ještě v jiných případech?

C: když jsem dobře.. náslech když byl v pořádku, dobře jsem něco vyslechla, ty písničky jak jsme dělaly, když jsem to tam doplňovala. No, tos mě chválila hodně

R: a co jsem třeba říkala?

C: „great“ (smích) no takový ty obvyklý poznámky

R: takže i slovně, nebylo to třeba jen že byste viděla, že z toho mám radost

C: ne, ne, slovně

R: a když jsem něco takového řekla, jaký jste z toho měla pocit? Byla jste na sebe hrdá...

C: uspokojení

R: myslíte, že když jsem vás takhle pochválila, že vás to nějakým způsobem motivovalo k lepšímu

výkonu? Že jste se třeba o to víc snažila, že vás to nějak hnalo dopředu?

C: určitě jo, je to povzbuzení

R: a myslíte, že když jsem vás chválila, že to bylo upřímné, že jsem to myslela vážně

C: no to doufám

R: neměla jste někdy takový pocit, že bych vás chválila a vy byste si třeba říkala, že nebylo za co, měla jste pocit, že to je oprávněný..

C: no tak když už se mi to povedlo, tak mi to přišlo v pořádku

R: protože jsou situace, kdy je potřeba chválit i přestože se člověku nedaří, je potřeba vyzdvihnout nějakou maličkost. Takže prostě bylo za co vás chválit a když bylo tak to přišlo. Nebo myslíte, že bych vás někdy mohla chválit víc?

C: ne, spíš opačně. Já jsem se měla víc snažit, aby bylo víc důvodů k pochvale

R: co se týče chyb, vy si je uvědomujete, když je děláte, že jste sama schopná ohodnotit svoji práci nebo je potřeba, abych vás upozorňovala na to, že něco bylo špatně

C: je potřeba upozorňovat, páč málokdy jsem si vědoma, že... spíš když byla jako konverzace, tak potom si člověk uvědomí, co řekl za blbost, ale většinou v zápalu toho vybavování a sestavování si to člověk neuvědomí

R: a když jsem vás takhle na něco upozornila, jaký jste z toho měla pocit? Jako „to jsem přece věděla“...

C: néé, vždyť já jsem se i kolikrát ptala na takový obyčejný věci, který bych měla vědět

R: takže jste si někdy třeba řekla „to bych přece měla vědět, jasně, je to takhle“

C: já jsem si kolikrát řekla „tohle přece vím“ ale nezapoměla jsem si

R: ale jste za to obecně ráda, prostě je to potřeba..

C: no samozřejmě, vždyť kolikrát jsem tě požádala, abys mě pomohla

R: při tom mluvení, když jste se snažila něco slovně vyjádřit, potřebovala jste v tom nějak hodně podporovat jako i pokyvovat hlavou, usmívat se, že to je v pořádku nebo máte radši víc prostoru

C: ne, já ráda vidím reakci, když k někomu mluvím, jestli je to dobře nebo ne

R: je dobré do toho vstupovat i nějak slovně jako „fine, yes“?

C: jako pochvalou nebo pomoc?

R: jako takový slovní povzbuzování

C: tak to ne

R: je to lepší aby to bylo přirozené

C: normálně nechat spíš mluvit, pomoci třeba s tou gramatikou a nebo slovní zásobou a když tak nakonec pochválit, když se to povede

R: v čem byste řekla že jsou vaše slabé stránky v angličtině?

C: (smích) všechno

R: no, tak to ne určitě..

C: tak: slovní zásoba, nepravidelná slovesa.. to je právě všechno to, co já jsem dřív uměla a zapoměla a to mě na tom nejvíc štve

R: a jak si myslíte, že by se to dalo zlepšit?

C: no jak jsem mluvila na začátku, opakováním...

R: zase jenom pracovat, mít čas.. a myslíte, kdyby třeba té pochvaly bylo víc, že byste z toho měla lepší pocit, z angličtiny celkově nebo kdybych vás chválila ještě víc, byla byste po té hodině spokojenější?

C: ne, všechno má svou míru, to pak bych si mohla myslet, že se přetvařuješ, že to nemyslíš vážně

R: tak a mohly bychom se dostat k tomu, že by to opravdu nebylo upřímné... takže myslíte, že ta míra, jak jsem pochvalu používala byla

C: přiměřená

R: odpovídající..

C: ano

R: když bylo co chválit, tak přišla. Neměla jste někdy pocit, že bych vás mohla pochválit za něco trošku víc

C: ne

R: dala by se pochvala při výuce angličtiny nějak shrnout? Je důležitá, hraje velkou roli nebo je to spíš jen takový vedlejší povzbuzující faktor? Působí na vás hodně? Máte radost z toho nebo z těch výkonů

C: hraje roli, určitě. Není to tedy to zásadní, základní, to ne, ale je to důležitý, určitě jo – vědět, že se něco podařilo, že to bylo správně, že se ti to líbilo (lehký smích)

R: jaká podpora vám vyhovuje nejvíc? Je opravdu potřeba to slyšet slovy nebo je dobré třeba i shrnout nějaké delší časové období jako „teď jsme se velmi posunuly,“ že už vám něco opravdu jde nebo spíš za konkrétní maličkosti v té dané hodině. Dělal jsem třeba i to, že bych vám po nějakým delším časovým úseku řekla..

C: to si nepamatuju, to bylo spíš vždycky takovýto okamžitý..

R: většinou za ty konkrétní úspěšný kroky..

C: no..

R: a je důležité to opravdu říct nebo se tak usmívat a kývat hlavou, že to je dobře?

C: je, protože ten úsměv a pokyvování nemusí být pochvala, ani povzbuzování to nemusí být, může to být tvůj výraz tváře

R: jako že se můžu usmívat protože o něčem přemýšlím, že by to nebylo jasné, že to je pro vás za ten výkon

C: přesně tak

R: tak to je asi všechno a moc děkuji

Interview 4

R = researcher, P = Mr. Prokop

R: Tak taková úvodní otázka, začla bych tím, jak vám jde angličtina? Máte pocit, že vám jde?

P: já mám pocit, že mi ještě pořád nejde, že je co zlepšovat

R: a čím to je? Jak to zlepšovat?

P: no, zlepšovat.. je to tím, že je málo času

R: myslíte, že by vás učitel mohl víc motivat nějakým způsobem? Abyste tomu věnoval víc času nebo aby vám to šlo lépe

P: myslím, že bych se měl motivovat sám, ale ... motivace je pro mě třeba když je člověk zahlcen domácími úkoly

R: takže není moc prostředků, jak vás víc motivovat..

P: asi spíš u mě je víc prostředků v organizaci času

R: takže byste si to musel sám uvědomit a sám víc chtít, víc se do toho položit..

P: je to tak

R: co se týče pochvaly, máte pocit, že vás teda chválím málo?

P: ne, já myslím, že hodně chválíte

R: a za co třeba? V jakých situacích?

P: tak když se něco povedlo, třeba domácí úkol když byl dobře, tak jsem dostal pochvalu, když jsme něco přeložili, bohužel třeba ty poslechy, tam asi nebylo moc co chválit..

R: je fakt, že domácí úkoly byly většinou v pořádku, že jste tomu věnoval ten čas, soustředil jste se, takže tam bylo co chválit.. takže ta pochvala za to přišla?

P: jo

R: a co jsem třeba řekla?

P: no je to dobře, dobrý, pěkný

R: a když jsem to řekla, tak jste z toho měl radost?

P: tak jsem z toho měl určitě dobrej pocit, že to je v pořádku

R: myslíte, že vám to pomohlo v tom, abyste příště ten úkol udělal stejně dobře nebo lépe?

P: tak spíš mě to pomohlo v tom, že si člověk utvrdí, že tu látku pochopil, že tomu rozumí a že tomu nevěnoval ten čas zbytečně

R: co se týče pochvaly v hodinách ta byla za co, teda jestli byla.. ?

P: tak já myslím, že nějaká snad i příležitost byla mě pochválit, že určitě byla pochvala. Tak to asi bylo za to, když se nám něco povedlo doplnit dobře, že jsme mohli konstatovat, že ta látka je zvládnutá, tak jste řekla, že to je dobrý, že jsme to pochopili nebo já že jsem to pochopil

R: a myslíte, že to bylo dostatečně často?

P: tak to nemám uplne asi...

R: máte třeba někdy pocit, že jste někdy udělal něco dobře a ta pochvala mohla přijít a nepřišla?

P: (směje se, krčí rameny, kroutí hlavou)

R: nevíte..

P: teď opravdu nevím úplně přesně, ale já si myslím, že ...

R: máte pocit, že byste byl radši, kdybych vás chválila víc?

P: já si myslím, že to je dostatečný, protože ty výsledky zase tomu tolik nenasvědčovaly, abysme mohli chválit

R: ale stejně, vždycky se dá najít nějaká maličkost a pochválit aspoň to...

P: tak to vy jste chválila si myslím..

R: to jsem dělala.. a když jsem vás chválila, myslíte, že to bylo upřímné, že jsem to myslela vážně, nebo to někdy mohlo být i tak, abyste z toho měl radost

P: tak to jsem asi neměl ten pocit

R: neměl jste někdy ten pocit, že bych to říkala jen tak

P: to asi ne, ten pocit jsem neměl

R: a když jsem vás chválila, měl jste pocit, že by vás to motivovalo k lepšímu výkonu?

P: tak každá pochvala motivuje k lepšímu výkonu

R: máte z toho obecně radost nebo si toho někdy ani nevšimnete?

P: člověk takhle o tom asi nepřemýšlí v tu chvíli, ale myslím, že to člověka motivuje k tomu, aby se tomu třeba věnoval dál, rozhodně mě to motivuje

R: když jste dělala chyby, upozorňovala jsem vás na ně? Byl jste za to rád?

P: tak rád jsem nebyl že dělám chyby, já myslím, že jste mě nějak netrestala, ale že jste mě na ně upozorňovala

R: a bylo to dobře nebo někdy jste si je uvědomoval i sám?

P: asi bych řekl, že je dobře, že jste mě na ně upozorňovala

R: a co jste si při tom říkal? Jako „už zase, to jsem přece věděl“..

P: možná ta odpověď „to přece vím, že to takhle je“ by mohla přijít a nebo že jsem to nevěděl vůbec..

R: takový „no jo, vlastně..vždyť to přeci už vím“

P: „a jo, vlastně,“ no... to je hlavně u těch slovíček

R: když už je to po několikáté, že vám to třeba řeknu i víckrát za tu hodinu..

P: tak, tak. Určitě

R: co se týče mluvení, potřebujete nějakým způsobem podporovat nebo máte radši když máte víc prostoru?

P: já asi moc výřečný nejsem, mluvím spíš k věci nebo fakticky, takže toho mluvení je asi vždycky málo... já nerozumím té otázce

R: když se snažíte něco vyjádřit a vy třeba nevíte úplně jak to říct, potřebujete vidět, že se usmívám, kývu hlavou

P: tak určitě mi pomáhá naznačení toho, že to jde správným směrem ta věta

R: potřebujete to i nějak slovně hodnotit, že to bylo fajn, je to skvělý a tak?

P: třeba, no určitě

R: v čem jsou vaše slabé stránky v angličtině?

P: slabé stránky? Tak nebudu říkat, že už jsem na to asi starej.. slabá stránka je ta organizace času, to znamená donutit se k tomu, třeba každý den na půl hodiny se na to podívat

R: takže to souvisí s vašim pracovním vytížením

P: a nebo se zorganizováním toho dne samotného a vůbec i života možná, ale .. protože vždycky když jsem se něco učil, tak jsem se to učil jakoby všechno najednou, přečetl jsem skripta večer před zkouškou, ráno jsem to uměl, to u angličtiny bohužel takhle nefunguje

R: to nejde no, to musí být postupný

P: to nejde no.. i když ta intenzita je důležitá, protože nejvíc jsem se toho nejvíc naučil když jsem chodil dvakrát, třikrát týdně a mě to donutilo se připravovat každý den

R: a co máte tedy pocit, že vám nejvíc nejde v angličtině a dá se s tím něco dělat?

P: mě nejde se nabířovat ty slovíčka, ta slovní zásoba je nejhorší a pak ty poslechy asi

R: a mohl byste to nějak shrnout, když se řekne pochvala v hodinách angličtiny, co vás napadne? Je to důležitá složka nebo vedlejší?

P: já myslím, že to je určitě důležitá motivační složka. Kdyby člověk byl jenom kritizován, tak si řekne „já to dělat nebudu“

R: a myslíte, že je lepší, když je té pochvaly obecně víc? Byl byste rád?

P: to záleží jestli je co chválit

R: a kdyby té pochvaly bylo víc i přestože by nebylo co chválit, odcházeli byste z hodiny šťastnější?

P: to asi ne, protože by to toho člověka nemotivovalo k tomu, aby se učil dál

R: takže musíte mít pocit, že to bylo za něco, co bylo opravdu správné a že to tudíž mohlo být upřímné

P: souhlasím, říkáte to dobře