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**Faculty of Arts and Philosophy**

**Teacher's Use of English and Mother Tongue when Solving Discipline Problems**

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**Abstract:**

This master thesis deals with the teacher's use of the English language and mother tongue when solving discipline problems. It is divided into the theoretical and practical part. The main aim of the theoretical part is to introduce the essential concepts such as mother tongue, second language, discipline, uncooperative behaviour of learners, types of misbehaviour and strategies for dealing with misbehaviour. The practical part concentrates on a multiple-case study which was carried out at one selected basic school and three teachers of the English language were involved in the study.

**Key words:**

communicative competence, mother tongue, second language, discipline, misbehaviour, cooperative and uncooperative behaviour, intervention strategies

**Abstrakt:**

Tato diplomová práce se zabývá využíváním anglického a mateřského jazyka učitelem při řešení problémů s disciplínou. Je rozdělena na teoretickou a praktickou část. Hlavním cílem teoretické části je představit klíčové pojmy jako je mateřský jazyk, druhý jazyk, disciplína, nespolutracující chování žáků, druhy nevhodného chování a strategie při řešení nevhodného chování. Praktická část představuje kolektivní případovou studii, která byla provedena v jedné vybrané základní škole. Studie se zúčastnili tři učitelé anglického jazyka.

**Klíčová slova:**

komunikativní kompetence, mateřský jazyk, druhý jazyk, disciplína, nevhodné chování, spolupracující a nespolutracující chování, intervenční strategie

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## **1. Introduction**

This thesis focuses on the topic of the teacher's use of the English and Czech language when solving discipline problems in English language lessons. The important topics discussed in this thesis are distribution of Czech and English, uncooperative behaviour among learners and its types and strategies for dealing with misbehaviour. This topic was chosen based on the author's interest in maintaining discipline in the class and the interest of teachers' preference for Czech or English language in Czech learning environment. Therefore, the overall aim of this thesis is to find the preferred language teachers choose when solving discipline problems and what strategies they use to eliminate misbehaviour.

The diploma thesis is divided into two parts, theoretical and practical. The theoretical part starts with the aim of English Language Teaching. Then there are mentioned different opinions on the teacher's use of first and second language in English lessons. Particular language approaches and methods in relation to the use of first language and second language in English lessons are included too. The author maintains her focus on the concept of discipline in the following part of the diploma thesis. The attention is focused mainly on different types of learners uncooperative behaviour and strategies for dealing with indiscipline.

The practical part is conducted as a multiple case study that investigates which language teachers use when coping with uncooperative behaviour in learners and what strategies they use to keep discipline in the class. The study was conducted at one selected basic school and involved three teachers of English. The practical part is oriented to the study itself – its aim, research questions, description of cases and methods of collecting the data. This section of the thesis describes how the data were collected and the last part is devoted to the process and description of the analysed data and findings presentation.

Literary sources consulted and used in this thesis include also some Czech sources. If quoted, they are all translated by the author and the reader should be therefore aware of these translations as they are not highlighted throughout the text.

The reader should be also aware of various synonyms of the key words which are used throughout the thesis, these synonyms are as follows:

- mother tongue, first language and native language
- misbehaviour and discipline problems
- misbehaviour and undisciplined behaviour

Further, the abbreviations L1 for the first language and L2 for the second language are used in the thesis.

## **THEORETICAL PART**

### **2. Communicative competence – the aim of English language teaching**

Today, the English language has achieved a dominant position in communication all over the world. In the course of time, English has gained cultural acceptance and naturally it has a special identity in the field of education. However, even though English is now a globally spoken language, still, it remains a foreign language of many nations and differs from the native language of many people. For this reason, English language teachers are needed for teaching English. Therefore, English Language Teaching (ELT) should be explained for purposes of this thesis. According to Oxford Learner's Dictionaries, English Language Teaching is "the teaching of English to people for whom it is not the first language". (Oxford Learner's Dictionaries online, 2017)

The aforementioned information concerning ELT indicates that learners are taught the second language in language lessons, which is confirmed by Ellis (1997, p.3) who says that it is generally the second language in a language classroom. In this context, the second language refers to the English language that is taught subsequent to the learners' first language. However, Ellis (1997, p. 3) admits that "second" can refer to any language that is learned subsequent to the first language.

Nowadays, there are different views and opinions on how to teach the English language. There are methods and techniques that have been used for decades and are still valid and effective, and there are also new and alternative ones. This suggests that there is not one best method for everyone in all contexts, and that no teaching method is inherently superior to the other. However, the aim of English Language Teaching is the same even though the language methods which teachers use might differ.

People communicate because they need to pass information and accomplish particular communication goals. Regardless of a language they use, people aim at effective communication. Richards and Rodgers (2001, p. 159) support this idea and suggest that learners aim to communicate effectively and be competent in communication also when they are taught languages. This implies that the aim of English language teaching is the development of learners' communicative competence.

One of the interpretations of communicative competence which mainly contributed to the current view about it was put by Canale and Swain. Canale and Swain (1980, p. 80) understood communicative competence as the ability to use language correctly and appropriately to situations with suitable behaviour in cultural context of communication.

According to the aforementioned authors and Bachman and Palmer (1996), communicative competence is connected with relationships between people which are generally dynamic. This fact suggests that the situation or context in which the speech is set may determine our competence in communicating with others.

Also Savignon (1983) was interested in the issue of communicative competence and explained communicative competence as “the ability to function in a truly communicative setting”. (1983, p. 8) Moreover, she made a contribution to language education in terms of the distinction between language competence and performance. Savignon (1983, p. 8-9) referred to competence as an underlying ability and to performance as an open manifestation of that competence. Similarly Bachman (1990) started using the term communicative language ability and claimed that the term consisted of the knowledge or competence and the capacity for appropriate use of knowledge in a contextual communicative language use.

Communicative competence has developed a lot in recent years. In this present study, when taking into consideration the abovementioned concepts and definitions, communicative competence in terms of classroom learning and teaching can be understood as an ability to use language correctly and appropriately for different situations to accomplish particular communication goals. For this reason, the development of communicative competence is a key to successful communication. When learners manage to use language in communication the way it was explained, they are improving their communicative competence and benefit from language learning. Nevertheless, not only the learners’ ability to communicate matters. How teachers communicate should be also taken into account because non-native teachers are expected to communicate competently so that their learners can achieve the aim of language learning. (White, 2016, p. 3-4)

### **3. The importance of the teacher’s communication skills**

According to Brown (2000, p. 252) communication skills are nowadays viewed as the necessary skills in language education. He claims that the quality of the teaching-learning process may be influenced by the way teachers communicate with learners. In a similar way, the Council of

Europe (In Betáková, 2010, p. 93) highlights the importance of the teacher's development of communication skills in the second language which are suited to negotiation in the classroom.

White (2016, p. 1-3) says that effective communication is an essential part of education and it might be considered a decisive factor in success or failure in the classroom. Teachers sometimes have to face communication challenges when communicating with learners, administrators, parents and colleagues. Therefore, they need to adjust their language and speech on the basis of their mastery of communication pedagogy.

Communication pedagogy is explained as the principles and methods of teaching communication content. (White, 2016, p. 2) White stresses that communication pedagogy is not only oriented to the way how knowledge and information is provided to learners but more importantly, communication pedagogy recognizes that the teaching-learning process is mediated through the communication between the teacher and learners. Also, the principles and methods of communication pedagogy approve of the teacher who leads learners to a place where they can learn for themselves and helps learners to reflect on their learning. (White, 2016, p. 3)

Kyriacou is the next who contributes to the importance of the teacher's communication with learners in the class. According to him, the teacher's ability to communicate with learners may influence the effectivity of education. (Kyriacou, 2008, p. 48) Kyriacou says that teachers speak a lot during teaching. Therefore it is not surprising that the quality of their speech belongs to one of the most important aspects of effective teaching. The five essential communication skills presented by Kyriacou demonstrate five different situations in which the teacher's communication with the learner plays an important role. These skills are:

- presentation skills: the skills involved in successfully engaging learners in the learning experience, particularly in relation to the quality of instruction
- lesson management skills: the skills involved in managing and organizing the learning activities taking place during the lesson to maintain learners' attention, interest and involvement
- creating classroom climate: the skills involved in establishing and maintaining positive attitudes and motivation by learners towards the lesson
- maintaining discipline: the skills involved in maintaining good order and dealing with any learner misbehaviour which occurs
- assessing learners: the skills involved in assessing learners' progress, both formative and summative (Kyriacou, In Betáková, 2010, p. 94)

Specifically, the skill in maintaining classroom discipline directly relates to the topic of this thesis. The reader can see that maintaining discipline by appropriate use of communication skills is also relevant to the effectivity of teaching-learning process.

#### **4. Language used by teachers in English language lessons**

The issue that a lot of language experts now examine is the right amount of the Czech and English language used by teachers in English language classes. Specifically, it is discussed whether it is recommended to use the second language as the only language source of the class or whether it is recommended to change the language and use the learners' first language.

To begin with, there are two views about the role of language in the class and they are called synchronic and diachronic. The distinction between synchronic and diachronic view is introduced by a linguist Ferdinand de Saussure (2008) and the distinction belongs to fundamental concepts in linguistics. Although there is probably not a theory about the right distribution of the first and second language in language lessons, classroom language is rather based on synchronic view in ELT today.

Raclavský (Raclavský: 1) claims that the synchronic view applies to language which is studied and used as a "wordly object." On the contrary, when it is spoken about a diachronic view, language methodologists usually view language only as a tool for describing the world and its objects. Consequently, Raclavský's two views imply that it is the synchronic view which rather stresses the authenticity of language. Because of this authenticity, the English language may be preferred in English language lessons. Nowadays, the authenticity of the teacher's language is required, especially concerning the communicative approach towards language teaching, which began to prevail in the second half of the twentieth century. (Hedge, 2000, p. 67)

Over the years, the approaches to language teaching have naturally changed, so the proportion of the second language to the first language has probably changed too. The controversy mainly concerns the role that the first language performs. Opinions on the topic differ from the total exclusion of L1 for those that see L1 as a support for learning. Specifically, Littlewood (2009, p. 64) states that there are studies which have found a range from the total exclusion of the first language, which is rather rare, to as much as ninety percent use of the L1. From the aforementioned reasoning, the use of first and second language by the teacher will be covered in the following sections.

#### **4.1. Arguments for teachers' use of Czech**

When teachers are asked about the reasons and situations where they use the first language, they will not probably provide clear answers. As there are different opinions on the justification for the use of mother tongue in ELT, teachers may follow their own teaching philosophy. Also, if Czech learners of English speak about their experience with the second and first language in language lessons, their answers will probably differ. Some might remember language lessons exclusively on L2-based, others experience heavily L1-based classes or classes where switching between Czech and English took place.

Switching between two languages (code-switching) is defined by Brown as “the use of a first or third language within a stream of speech in the second language”. (Brown, 2000, p. 135) Brown (2000, p. 136) explains that code-switching usually occurs between two learners of the second language who speak the same first language and their code-switching may depend on their individual knowledge of the second language and language proficiency they have in the language.

Generally, code-switching is regarded as a communication strategy, and Brown (2000, p.129) points out that it is a compensatory strategy, which is used when the speaker is in a situation when they want to convey intended meaning but have a communication problem. Moreover, Brown notes that code-switching represents the use of a native language when some knowledge is missing in the speaker's discourse.

But not only learners switch language codes in language lessons. Teachers' code-switching is another topic that has been discussed recently. If the reader takes into consideration only Brown's definition of code-switching, they might think that the concept is connected solely with learners. But code-switching can be also applied to teachers as they might occasionally have some knowledge missing.

Inbar-Lourie (2010, p. 150) conducted a qualitative study that revealed the extent to which teachers switch between L1 and L2 in their classes and what their preference of language depends on. The findings demonstrated that teachers really switch between the languages and their use of the two codes depends mainly on their personal educational opinions concerning their beliefs whether or not they are sure about the usefulness of code-switching. According to Littlewood and Cook, teachers code-switch and use their mother tongue mainly in six situations.

Littlewood (2009, p. 68) and Cook (2001, p. 413-416) claim that teachers use their mother tongue when they need to communicate complex meanings and want to ensure that learners understand. Specifically, teachers speak their mother tongue when they explain difficult grammar and give the meaning of new and unknown words. Secondly, a forty-five minute lesson can pass very quickly, so teachers prefer to use the first language to save time. The authors also say that teachers code-switch when their learners are tested orally and the teacher uses the grammar-translation method for it.

The next situation in which teachers use the mother tongue is for organizing tasks and giving instructions. Littlewood (2009, p. 69) explains that learners must understand what they are asked to do in order to carry out a task. The fifth situation in which teachers rather speak their first language involves establishing mutually positive social relationships and giving feedback to learners.

Maintaining control over the classroom environment and maintenance of discipline through L1 is the last example. Primarily, the last argument relates to the second part of this thesis. Franklin (In Cook, 2001, p. 414), found out that the need to maintain control over secondary school classes often calls for L1. Concerning classroom behaviour problems, his findings showed that forty-five percent of teachers prefer the first language and fifteen percent prefer using the second language.

Butzkamm (2003) is the next scholar who has been a strong advocate for the value of the first language. He stresses that the aim of integrating the first language does not have to be separated from the second language in the foreign language classrooms. However, the aim of L1 is to help establishing it as the general means of communication in the classroom.

Similarly, using mother tongue in a limited way may be beneficial in Šebestová's opinion. Šebestová (2011, p. 41) claims that such use of the first language benefits learners if the language is used reasonably and meaningfully. Reasonably and meaningfully equals effectively in her view, which means more economical in terms of time. Šebestová (2011, p. 41) also says that the first language enables more accurate expression, explanation and emphasizes the differences between the two languages.

Also Moon (2005, p. 66) shares a similar opinion with Šebestová when speaking about the use of L1 in ELT. He came up with seven potential situations and reasons for its use. These situations and reasons are listed in the table on the following page.



Situation	Reason for use of L1
Child is upset	To soothe the child and demonstrate sympathy/closeness.
Child knows the answer to a question that the teacher has asked but does not know how to say it in English.	To show knowledge of the answer. To communicate the answer to the teacher.
Child wants to share an experience/real information with teacher/learners in an English lesson but has limited English.	To communicate a message to friends/the teacher.
Teacher or learner wants to joke.	To develop rapport/closeness with teacher/learners.
Teacher wants to introduce a new game which has complicated rules.	To save time. To assist communication of a message.
Teacher does not know if children have understood.	Wants to check if children have really understood.
Teacher wants to get children to think about the reasons for learning English or to be aware of strategies to help learning.	To assist language learning when children do not have sufficient levels of language to discuss through the L2.

(Moon, 2005, p. 66)

However, it is needed to say that before teachers decide to use the first language, they should take potential consequences of their decisions into consideration in terms of needs of learners and efficiency in language education. Moon (2005, p. 67) justifies the value of the second language and says that both L2 and L1 are language resources and it is helpful to see mother tongue as strategy for communicating at a stage when learners do not have enough knowledge to understand the second language.

#### 4.2. Arguments for teachers' use of English

For most Czech learners, the time when they are exposed to the second language mainly happens in their language classes, so the classroom context has to compensate for natural interaction outside classroom. (Betáková, 2010, p. 65) Because of this, language experts incline towards the view that promotes the maximal use of the second language in classroom environment.

There, the teacher is the main provider of the second language (if we do not take into account of listening activities where learners are always exposed to L2) so he/she is the one who takes most of the responsibility for the teaching process. It is then natural for learners to hear the second language from the teacher whose use of L2 increases their exposure to it.

Turnbull (In Littlewood, 2009, p. 66) states that learners do not always have a chance to experience and communicate in the second language outside the classroom. Furthermore, he explains that in most second language lessons “the teacher is most often the only linguistic model for the learners and is therefore their main source of L2 input.” (Turnbull, In Littlewood, 2009, p. 66)

Johnson (In Betáková, 2010, p. 94) points out that in ELT, English is used as the medium of instruction and that teachers have to be able to communicate their knowledge and intentions effectively through the second language. Besides, he highlights the focus on practise of spoken English, since teachers spend more time speaking than writing.

In particular, Littlewood (1981, p. 45), who supports communicative approach to learning languages, points out that if teachers abandon using the second language when the need for it arises in the immediate classroom situation, many learners are likely to remain unconvinced by the teacher’s attempts to make them accept the foreign language as an effective means of satisfying their communicative needs.

Although Moon presents the reasons for L1 inclusion in the lesson (Chapter 4.1), she also sees advantages of speaking the L2. According to Moon (2005, p. 63), when English is used by the teacher, the amount of exposure which learners get to English is naturally increased. Without being aware, learners can pick up a lot of classroom language, eg instructions and simple and repetitive patterns. Therefore, learners’ confidence in the second language can be developed, they will be motivated and want to learn.

In the same way, inclusion of English in the teaching-learning process can provide learners with real reasons for using the language outside of the classroom. This advantage of the second language inclusion is presented by Moon (2005, p. 63-64) who claims that learners will gradually achieve fluency in the second language if they are encouraged to think in English by their teacher who uses the language during the lesson.

The next argument for using the second language is a justification that can be found in the resemblance of acquiring the first language by monolingual children. Cook (2001, p. 406-407) stresses that monolingual children who learn their first language cannot rely on any other language sources, so she thinks that also second-language learners do not need to rely on their first language. Furthermore, Cook (2001, p. 409) believes that the second language may represent a set of odd and arbitrary conventions if the teacher does not use the language meaningfully.

Also, Krashen's Acquisition-Learning Hypothesis contributes to the maximal use of the second language. In Krashen's view (1985, p. 1; 79), acquisition is a product of subconscious processes very similar to the process children experience when they acquire their first language, which suggests that second-language acquisition requires natural communication in the second language.

Learning, on the contrary, is the conscious process which results in conscious knowledge about the language. As well as Krashen, Richards and Rodgers (2001, p. 140) claim that language acquisition is different from language learning, and language acquisition is the only way how communicative competence can be developed in language learners.

The next of Krashen's hypotheses which may persuade teachers into avoiding the first language is The Input Hypothesis, also called  $i + 1$  theory of second language acquisition. Krashen's Input Hypothesis (1985, p. 2; 80) explains how learners acquire a second language. For instance, if the learner's level of language is  $i$ , then, acquisition takes place only if the learner is exposed to a comprehensible input that is level  $i + 1$ . In other words, learners are said to make progress in their learning when they acquire language input that is slightly more advanced than their current level.

Concerning the maximum use of L2, Krashen's hypothesis implies that even though learners might not understand everything the teacher says in the second language, learning through the same language might be more effective and successful. In addition, Krashen claims that effective language education occurs when learners are exposed to input in contexts of real communication. (Krashen 1985, p. 1-8)

Lastly, the use of English in lessons is connected with native speakers as language teachers. Nowadays, English native speakers are commonly employed at Czech schools. However, some of them do not have the knowledge of the Czech language so they simply cannot use the Czech language as a medium of instruction in English classes. Thus, English is the only medium of instruction in their lessons.

To conclude, in the light of what we know from the first chapter about communicative competence and its development, establishing the second language as a norm in language classes might benefit learners because the second language serves as a context for meaningful and authentic communication. (Littlewood, 2001, p. 73)

## **5. Language Approaches and Methods in relation to the use of L1 and L2**

For the purpose of this thesis, the following chapter will look into some teaching methods and approaches that deal with the the proportion of the first and second language in English classes. In order to clearly understand the relation between an approach and a method, Anthony (In Richards and Rodgers, 2001, p. 15) provides the reader with an explanation of these two terms and a related term, technique.

In Anthony's view, approach is a set of correlative assumptions dealing with the nature of language teaching and learning. He also says that approach is the subject matter to be taught, while method is seen as an overall plan for a well-ordered language material based on the chosen approach. This means that within one approach there can be many methods. Lastly, Anthony (In Richards and Rodgers, 2001, p. 15) explains a technique. According to him, technique is a particular action that the teacher takes to accomplish a certain goal in the classroom. This implies that techniques should be consistent with a method and an approach too.

To begin with, there are some teachers who prefer to teach in accordance with particular teaching methods, either deliberately or subconsciously. Richards and Rodgers (2001, p. 19) assert that there is a variety of methods and approaches based on different views related to the use of first and second language in language classes. Richards and Rodgers (2001, p. 4) say that one of the oldest and traditional methods in English Language Teaching is The Grammar-Translation Method.

According to Stern (2003, p. 86), The Grammar-Translation Method uses the teacher and learners' first language as a medium of instruction and switching between the second and first language is a key element. Stern also (2003, p. 87) explains that the first language serves as

the reference system in the acquisition of the second language. Richards and Rodgers (2001, p. 5, 6) point out that L1 enables translating sentences and texts into and out of the second language and functions as a means of comparison between the second and first language in grammar–translation classes.

We are acquainted with opinions of Richards and Rodgers (2001, p. 11) that the attitude towards the use of the first language changed in the mid and late nineteenth century during the time of reforms in education. The reformers believed that translation should be avoided and the first language should be used mainly for explanation of new words and checking comprehension.

At that time not only language methodologies were gradually developing but also the scientific study of language came to the fore. (Richards and Rodgers, 2001, p. 9) Particularly phonetics, a brand of linguistics studying the sounds of human speech, was established. Speech rather than the written word started to be of great importance. At the end of the nineteenth century, the International Phonetic Alphabet (IPA) was designed to accurately transcribe the sounds of spoken language. One of the goals set by IPA was to support “teaching new meanings through establishing associations within the second language rather than by establishing associations with the native language”. (Richards and Rodgers, 2001, p. 9)

Stern (2003, p. 91) notes that after IPA was introduced, language experts became gradually aware of speech sounds and oral language which were previously neglected and poorly treated. As a result of speech sounds awareness, The Direct Method appeared. While The Grammar-Translation Method did not focus on the use of the second language to such an extent and mother tongue played an important role, The Direct Method was its complete opposite.

Sauveur (In Richards and Rodgers, 2001, p. 11) believed that a second language should be taught with intensive oral language practice based on drilling in the second language and without translation. Diller (In Larsen-Freeman, 2000, p. 23) states the method does not require any translation from and to the first language and Franke (In Richards and Rodgers, 2001, p. 11) claim that aim of the method is direct and spontaneous use of the second language in the classroom.

Also, the principle of conveying the meaning directly through demonstrations and visual aids, with no recourse to the learners’ native language should be followed. (Larsen-Freeman, 2000, p. 23-24) Richards and Rodgers (2001, p. 90) refer to the The Direct Method as the first method emphasizing oral training and oral communication in the second language. The authors confirm

that the gradual change of preference for the second language in ELT was connected with The Direct Method. Not only Richards and Rodgers, but also Cook (2001, p. 403) believes that the gradual avoidance of the first language in language classes was the result of the popularity of Direct Method at that time.

The next method which gradually started to use the second language as a medium of instruction is The Oral Approach and Situational Language Teaching. Billows (1980, p. 28) summarizes the main reasons for using the second language in this method. According to Billows, when learners are given the meaning of a new word by translation into the first language as soon as the teacher introduces it, the impression which the word makes on the mind of learners is weakened. Instead, learners should be taught to deduce the meaning of a word from the context of situation in which the word or a particular structure is presented to help learners to acquire a new language item.

Richards and Rodgers (2001, p. 62) stress that The Audio-Lingual Method (also called Audio-Lingualism) is the next method highlighting the use of second language. Richards and Rodgers argue that some teachers favour this method because of their role in the Audio-Lingual Method. Specifically, teachers take on an active role in which they can “model” the second language and control the direction and pace of language education.

As well as The Direct Method, Audio-Lingualism represents an oral approach to language teaching, so the use of the native language is intentionally neglected in the class. Larsen-Freeman (2000, p. 45) states that the goal of The Audio-Lingual Method is to provide learners with the second language they will be able to use communicatively. The followers of the method believed that the condition for achieving this goal is using the second language automatically without stopping to think in the native language. Therefore, the teacher can form new habits in the second language and help their learners to overcome old habits of their native language.

However, the educators were not sure whether learners were able to use the language genuinely and communicatively outside the classroom at that time. Based on this uncertainty innovative attitudes towards language teaching and learning emerged in the second half of the twentieth century.

Gradually, the main goal of ELT became authentic communication for real life situations. (Howatt; Widdowson, 2004, p. 250) With growing emphasis on oral communication skills, the need for the second language became more important than before. As a result, the method that surpassed the former was referred to as The Communicative Approach or Communicative Language Teaching.

Concerning the second language, Hedge (2000, p. 67) points out that the method stresses the authenticity of the second language rather than simple mechanical practice of language patterns. The importance of the second language in this approach is also claimed by Nunan (1991, p. 243) who adds that an emphasis on learning is put through interaction and communication in the second language. He also stresses that the communication should be authentic, which means it should resemble real-life communication. Finally, Richards and Rodgers (2001, p. 155) reveal that Communicative Language Teaching is now seen as an approach that aims to make communicative competence the goal of second language teaching.

As the reader noticed, the last part of the theory was oriented to the issue concerning the teacher's use of the first and second language in English lessons. Specifically, the reader is now provided with the language approaches and methods in relation to the use of second and first language. The next part of the theoretical input is focused on classroom discipline and learners' uncooperative behaviour.

## **6. Classroom Discipline**

Discipline is a phenomenon which interferes in many areas of people's lives. Similarly, obeying rules is important because without it, the world would be full of chaos otherwise. Classroom discipline is a topic that indisputably concerns a lot of teachers and when speaking about it, I dare say most of the teachers connect the topic with behaviour of their learners.

In general, Kyriacou (2009, p. 120) asserts that many teachers get into the situation where they have to deal with lack of discipline from time to time. Also, Kyriacou says that learners' misbehaviour occur even in lessons of the most skilful teachers. Nonetheless, being able to keep good discipline in class is very important in setting up and sustaining effective learning experiences because poorly chosen strategies and skills may only serve as a truce between teacher coercion and learner resistance. (Kyriacou, 2009, p. 120)

### **6.1. Attitudes towards discipline**

Smith (In Bendl, 2011, p. 21) opines that every disciplinary system at school reflects the system that is found in society. He explains that keeping classroom discipline is closely linked with keeping discipline typical for the culture. As people naturally have different attitudes towards work and other people, there are different views and opinions on classroom discipline.

Bendl (2011, p. 20) points out that attitudes towards discipline are conditioned historically and socially so discipline can be dealt with in different ways. In recent years, the system of discipline, which characterizes the western society, has shifted from the use of force to persuasion and more recently to self-control. The same principle also appears in the school system.

In the Czech Republic, there are two attitudes towards discipline, therefore, two theories of discipline. Bendl (2004, p. 19) call them Internal Control and Strict External Control. The supporters of Internal Control assume that the more the teacher controls, manipulates and forces the learner behaviour, the higher is the probability of discipline problems in the class. Also, the followers of the first theory posit that the cause of discipline problems can be seen as the result of interference of the school in the process of natural growth of the child. (Bendl, 2004, p. 19)



The supporters of the opposed theory assume that pleasantness of the school is irrelevant and that school should involve learners in the process of increasing their mental resilience. This means that schools are expected to educate mentally strong people whose mind should be strengthened by a series of demanding experiences. (Bendl, 2004, p. 19)

Similarly, dealing with lack of discipline can be seen from two opposite perspectives related to freedom. Makarenko (In Bendl, 2004, p. 20) claims that the followers of liberal thinking see discipline as the suppression of learners while the others see discipline as necessary evil. However, Makarenko (In Bendl, 2004, p. 20) believed that discipline is equal to freedom. According to him, discipline can cause anarchy when learners' freedom is not connected with a duty and responsibility. Therefore, there is no freedom for learners without certain level of discipline.

Moreover, Čapek had similar views on freedom and discipline and describes the relationship between these two concepts: "There is no contradiction between freedom and discipline, but there is a contradiction between anarchic freedom and true freedom; between slave discipline and discipline of mutual favour." (Čapek, In Bendl, 2004, p. 20)

As we see, freedom is a complementary element to discipline so the question of what is the optimal degree of freedom in the class might be difficult to answer. Nonetheless, Čapek tried to indicate that discipline based on anarchic or slave freedom is not beneficial for establishing a good relationship with learners. (Čapek, In Bendl, 2004, p. 20)

## **6.2. Defining discipline and cooperative behaviour**

Auger and Boucharlat (2005, p. 12) contend that being able to deal with learners' behaviour is very important in completing teachers' ability to set up and sustain effective learning experiences. For this reason, teachers should make their learners to behave according to a particular model of behaviour and teach learners to obey classroom rules.

Particular model of behaviour is referred by Cangelosi (2000, p. 189) to as cooperative behaviour in an educational process. In his view, cooperative behaviour suggests that learners cooperate and work without the teacher's use of additional creative methods for learners' active participation in the learning process. Cangelosi (2000, p. 7) also uses a term on-task behaviour to describe behaviour which is characterized by learners who follow the teacher's instructions.

Obedying classroom rules is generally related to classroom discipline. Bendl (2004, p. 23) defines discipline as “conscious obedience to given norms of behaviour”. His definition suggests that discipline is conscious respecting of given rules and regulations. Kyriacou is another author who defined discipline. Kyriacou provided definition oriented on the quality of a learning process and says that classroom discipline is “the order that is necessary in the classroom for learner learning to occur”. (Kyriacou, 2007, p. 83) He claims that teachers need order in the classroom so the activities taking place facilitate the learning process.

To better understand discipline, Ur (1991, p. 260) gives possible characteristics of a disciplined class. In a disciplined class, teacher and learners cooperate smoothly, learners are motivated, which suggests that learning is taking place. Moreover, the lesson proceeds according to the plan and both the teacher and learners aim at effective learning in the class.

### **6.3. Uncooperative behaviour and misbehaviour**

Unfortunately, learners do not always cooperate with the teacher. Therefore, Cangelosi (2000, p. 189) indicates that learners’ behaviour is uncooperative (also called off-task) when the teacher uses additional creative methods for getting learners to work on the task and participate in the learning process. In addition, when learners stop cooperating, they usually start to misbehave. Kyriacou (2009, p. 121) tried to elaborate on misbehaviour on the basis of his definition of discipline. According to him, misbehaviour is “any learner behaviour that undermines the teacher’s ability to establish and maintain effective learning experiences in the classroom.” (Kyriacou, 2009, p. 121)

In some situations, however, learners’ behaviour can be difficult to describe and classify. When Bendl and Kyriacou’s definitions of discipline are taken into account, it may not be easy to decide what misbehaviour is. In fact, teachers might not be sure whether learners’ behaviour is in accordance with the given norms. Bendl (2011, p. 39) explains that even though every Czech school has an official document concerning school rules which define what behaviour is not tolerated at school, learner behaviour might be complicated sometimes.

A recent example of such behaviour is sexually provocative behaviour towards teachers. Specifically, the behaviour of girls provoking the male teacher. The girl may wear provocative clothing; this is done when a part of the body is exposed intentionally or she can make sexual advances towards the teacher.

A possible result of such actions is pretence of behavioural unawariness and mockery by the girl to the male teacher if the teacher is unexperienced and unprepared for such situations. (Bendl, 2011, p. 40)

Another example of learners behaviour is copying and cheating on a written test. Today, quite a lot of learners admit they copy or copied the content of a test from a classmate or use cribs when they are tested on the knowledge of a certain topic. From the author's experience, responding to such behaviour by the teacher is not the same. Some teachers do not tolerate copying while others seem to pay little or no attention to this behaviour and ignore it.

The problem of defining discipline may arise as the teachers' perceptions of discipline may vary. Even though there are many definitions of classroom discipline, the authors agree on the fact that keeping discipline in the classroom is necessary in terms of effective learning. (Kyriacou, 2009, p. 120) The author of the thesis, therefore, describes forms of misbehaviour and particular discipline problems in the next chapter so the reader will understand what type of behaviour prevents from effective learning.

## **7. Common types of misbehaviour**

Bendl (2011, p. 36) claims that there are generally many types of misbehaviour. According to him, some forms of indiscipline have changed with time; some forms disappeared (blasphemy) and some have survived (bullying, impertinence and vulgarity). Unfortunately, Bendl says (2011, p. 36) that there is also misbehaviour which is quite new, such as smoking and alcohol drinking.

Consequently, Bendl (2011, p. 38) distinguishes between undisciplined behaviour towards teachers and undisciplined behaviour towards other learners. The examples of misbehaviour towards teachers may be impertinence, vulgarity, small thefts, homework forgetting, lying, late arrivals, using cribs in tests, sending text messages during the lesson etc. Misbehaviour towards other learners may be vulgarity, fights, refusing to help a classmate, arguing with a classmate, blaming others etc. Bendl (2011, p. 38) explains that these types serve as examples of misbehaviour and admits that teachers might experience other discipline problems. He also adds that teachers can be sometimes doubtful whether the misbehaviour is pointed at them or other learners.

Kyriacou (2009, p. 121) attempts to demonstrate the the diversity of learners' misbehaviour and claims that misbehaviour can range from simple non-disruptive, disruptive or overt disruptive. Kyriacou explains that most of non-disruptive misbehaviour is quite minor in nature. Usually, it concists of chatting, not getting on with the learning activity and not following the instructions, mild misdemenauours and transgressions such as eating, being out of one's seat and fidgeting.

Kyriacou (2008, p. 83-84) says that these types of misbehaviour occur in lessons the most often:

- excessive talking or speaking without allowance
- noise (both verbal nature, such as yelling at another learner, and nonverbal nature – such as disruptive playing with tools, furniture etc.)
- not paying attention to the teacher
- not perfoming given tasks
- unreasonable moving around the classroom
- distracting the rest of the class
- late arrivals for the lesson

Also Cangelosi (2000, p. 25) was interested in learners uncooperative behaviour and differentiated between non-disruptive and disruptive uncooperative. According to him, non-disruptive behaviour is such behaviour which does not prevent other learners from working on a given task while disruptive behaviour is considered as behaviour which prevents other learners from learning and working on a given task. Cangelosi (2000, p. 26) also adds that behaviour of a learner is disruptive if he/she encourages others to participate in off-task behaviour. Therefore, the manifestations of non-disruptive uncooperative behaviour might be daydreaming, quiet inattention and not doing one's work according to Cangelosi.

Conversely, the manifestations of disruptive behaviour might be impertinence towards the teacher, being discourteous, clowning, loud talking without permission, interruptions of the teacher, calling out, rudeness and vulgarity. (Cangelosi, 2000, p. 26) More serious disruptive behaviour including direct disobedience, physical aggression or damage in the classroom might be a major source of concern. Kyriacou (2009, p. 121) stresses that if such behaviour occurs, teachers should examine the situation carefully and find why and when such behaviour occurs. Then, necessary and important steps should be taken into consideration so the learner will stop misbehaving.

Fortunately, Kyriacou (2009, p. 121) admits that vast bulk of misbehaviour falls much nearer to the non-disruptive misbehaviour. Overt disruptive misbehaviour is less frequent in learning environment. Nonetheless, Kyriacou is aware of the fact that disruptive behaviour takes place more often, in comparison with the past as a major source of concern for the schools. This has given birth to research on discipline at schools. For this reason, an English report of classroom disruption focusing on particular types of misbehaviour is introduced in this thesis. The misbehaviour is listed in Table 1.

**Table 1: Classroom Disruption**

Types of misbehaviour	Frequency during lessons	
	At least weekly (%)	At least daily (%)
Talking out of turn	97	53
Idleness of work avoidance	87	25
Hindering other learners	86	26
Unpunctuality	82	17
Unnecessary noise	77	25
Breaking school rules	68	17
Out-of seat behaviour	62	14
Verbally abusing other learners	62	10
General rowdiness	61	10
Impertinence	58	10
Physical aggression to other learners	42	6
Verbally abusing teachers	15	1
Physical destructiveness	14	1
Physical aggression towards the teacher	0,17	0

(The Elton Report, DES, 1989, In Fontana 1994)

The table shows the frequency in which different types of misbehaviour occur during lessons daily and weekly. It is displayed that serious misbehaviour such as physical aggression almost never appear. On the other hand, the most common types of misbehaviour are talking out of turn, idleness of work avoidance, hindering other learners, unpunctuality and unnecessary noise, all belonging to non-disruptive behaviour.

Nevertheless, Kyriacou (2009, p. 121) highlights that every teacher should decide what degree of misbehaviour can be tolerated in their class when taking into account different types of misbehaviour. Also, it is up to the teacher to decide whether he/she considers the misbehaviour exhibited to be disruptive or non-disruptive.

## **8. Causes of misbehaviour**

In this section, the causes of indiscipline are dealt with. For teachers, it is very useful to know these causes because if they can pinpoint the root cause of the misbehaviour, they can be more successful at reducing it. Bendl (2005, p. 108-113, 2011, p. 78) proposes seven possible groups of factors which might influence the behaviour of learners.

According to Bendl, the first group of factors which probably influence and may cause learners' behaviour are biological factors. Specifically, learners may be influenced by their particular dispositions, function of their nervous system, behavioural disorder(s) and general intelligence. The next group of factors is called social factors and include for instance relationships in family, school, friendships and cultural background of the learner. Health-hygienic factors is the next group which might causes misbehaviour. These are related to the learner's fluid and food intake, their physical activity, relaxation and school breaks. The next factors Bendl pays attention to are situational factors involving present mood in the class, learner's state of health, his temporal success or failure and climate of the classroom. The last three factors that Bendl presents are physical factors, combined factors and unknown factors. The examples of physical factors may be weather, classroom equipment, school architecture and technical equipment of school. Combined factors generally represent the combination of some groups of the abovementioned factors. The last, unknown factors are explained as some causes of misbehaviour which are still not known.

Moreover, Kalhous (2009, p. 17) admits that misbehaviour is a phenomenon which does not usually occur on the basis of a single cause but rather on the basis of more factors. He opines that when teachers approach any kind of a social problem, they should avoid simple conclusions about its causes. Kalhous also argues that learners' misbehaviour can be caused by various factors and motives but the teacher is not usually able to influence all of them, especially the biological ones.

On the other hand, there are factors which can be influenced in the lesson, thereby teachers might prevent misbehaviour. If we take into consideration Bendl's division of factors, Kyriacou (2008, p. 97) says that mainly health-hygienic and situational factors can be influenced by the teacher. According to Kyriacou, some examples of these factors are long-lasting mental fatigue, low self-esteem related to school work, learners' negative attitude towards the topic and boredom.

Regarding boredom, Kyriacou (2008, p. 98) argues that unsuitable tasks that teachers give their learners usually result in boredom and misbehaviour afterwards. When learners are given too simple and not challenging exercises, they are bored and might start to misbehave, says Kyriacou. Instead, Kyriacou (2008, p. 98) explains that learners' attention and interest are elicited when they experience challenging classroom activities which offer realistic opportunities for success. In addition, Kyriacou's theory indicates that either very demanding exercises are not suitable for learners as their inability to fulfil too difficult task may result in indiscipline too.

Similarly, Petty (2002, p. 90) expresses an opinion on boredom and work in the class: "You must try to ensure that each learner will still have some work to do, and your help will be available for everyone in the class." (Petty, 2002, p. 90) Petty also states that some learners like to "test" teachers, which means that learners tend to behave as badly as they can until the teacher's reaction is hard enough to prevent some further escalation of the conflict. To prevent this testing, teachers should act confidently, consistently and strictly. Moreover, Petty advises (2002, p. 90) that learners will stop enjoying testing teachers only if teachers do not show their nervousity and anger when such a situation happens. Only then the teacher can be respected in the class.

Říčan (1995, p. 75) claims that one of the causes of misbehaviour can be the decline of teachers' authority, specifically in connection with modern liberalism. He thinks that formal authority of today's teachers is weakened so they subconsciously try to strengthen their informal authority instead. This means that some teachers allow their learners to have more opportunity to misbehave. Petty (2002, p. 104) therefore claims that teachers should use their formal authority first, and then gradually move to their informal authority because learners need to accept and get used to teachers' formal behaviour.

Dreikurs (In Bendl, 2005, p. 118), the author of the original theory of learners' disruptive behaviour, is the next who attempted to find the reasons for learners' actions. He explains that if teachers want their learners to be disciplined, they have to understand the goal of learners' behaviour.



According to Dreikurs, the teacher needs to see the goal which learners want to achieve through misbehaviour. Also, he assumes that children who misbehave do not have confidence and do not believe that they can succeed in the same way as their peers.

The last cause of misbehaviour presented in this thesis is proposed by Marsh (In Kyriacou, 1997, p. 121-124) who claims that teachers' actions and behaviour can provoke learners into misbehaving. Marsh highlighted four behavioral traits of teachers whose behaviour might have provoked learners into misbehaviour. These teachers seemed boring to learners, they did not know how to teach, their coping with indiscipline was weak and they made unfair comparisons between learners.

## **9. Teachers' behaviour supporting discipline**

In order to avoid further misbehaviour, some characteristics of teachers' desirable behaviour which may support discipline in the class are presented in this chapter. Kyriacou and Bendl (Kyriacou, 2008 and Bendl, 2011) opine that the way how teachers treat learners can make an impact on discipline in the class.

To begin with, Bendl (2011, p. 208) claims that teachers behaviour should include three basic traits in order to keep discipline in the class. These traits are: honesty, optimism and trust. According to Bendl, teachers should be honest with their learners, optimistic and they should trust the learners to develop positive relationships in the class. The trust in learners should be visible from the teacher's encouragement and the conviction that even an undisciplined learner in class should be encouraged by the teacher to realize their full potential.

In addition, we are told by Bendl (2011, p. 209) that learners can soon recognize what individual teachers think of them and what their attitudes are. In case the teacher dissimulates, learners will learn about it very quickly. Therefore, honesty and the sense of fairness are also important as learners are sensitive to manifestations of injustice.

Concerning the injustice, Ženatová (2011, p. 14,15) advises teachers to meet the needs of the whole class. She says that if the needs of the class are not met, teachers might get into the situations of difficult group dynamics, which can result in uncooperative behaviour and frequent conflicts between learners. In addition, Ženatová (2011, p. 14,15) stresses that the class is a specific peer group and its frustration can be manifested in different types of uncooperative behaviour, especially disruptive.

It is also important that learners know they are treated in the same way by all teachers. Bendl argues (2011, p. 210) that if teachers from the same school have different ideas about discipline, it might happen that learners will be confused about what they are allowed to do. Nonetheless, teachers should take also into consideration individual differences between learners. In terms of learners' age, teachers are supposed to differentiate between the requirements of young and older learners.

Concerning teachers' behaviour, Kyriacou (2007, p. 88) says that enthusiasm for teaching plays a significant role in keeping discipline in the class. Kyriacou claims that teachers who share their enthusiasm for teaching will become respected by their learners. As a result, teachers' behaviour will confirm their authority and they will be able to keep the discipline in the class.

Baum (2012, p. 87), expresses a similar opinion on teaching with enthusiasm. Baum stresses that if teachers adopt an approach to teaching that is not compatible with their interests and abilities, they are unlikely to do the best possible work because they cannot engage their enthusiasm fully. Baum adds that if teachers adopt a teaching style that is not natural for them, both learners and the teacher will probably not enjoy the teaching-learning process and misbehaviour might appear.

Another important behavioural trait of teachers that might support discipline is assertive behaviour. Cangelosi (2000, p. 47) says that assertive behaviour is characterized by honesty, directness, spontaneity and adequacy but it should not be either hostile (intimidating) or submissive. Lee and Marlene Canters (In Cangelosi, 2000, 47) studied the characteristics of teachers whose learners worked significantly well in the class and came with four potential characteristics.

During their study, Canters found that the teachers who behaved assertively were able to recognize unjustified reasons for excusing uncooperative behaviour. Firstly, they defined precisely what was required behaviour and what was not tolerated in their lessons. Secondly, the teachers made a plan for encouraging cooperative behaviour and elimination of uncooperative. Lastly, they were persistent and consistent in assertion of the plan. As can be expected Cangelosi (2000, p. 47) calls Canters' steps assertive discipline.

Kučerová is the next author who contributes to the topic of discipline. Kučerová (In Bendl, 2011, p. 218) argues that teachers should focus on learners' positive traits and suppress their negative traits. According to her, teachers should maintain their focus on deliberate suppression of learners' negative traits through promoting the positive ones. In other words, she recommends teachers to pay attention to learners' desirable behaviour and avoid undesirable.

Furthermore, Kučerová (In Bendl, 2011, p. 218) stresses that if the teacher pays attention only to learners' negative and undesirable behaviour, education can turn into the fight against their weaknesses. As a result, positive traits will not be strengthened and learners might stop to believe their strengths and become unmotivated in learning.

## **10. Strategies for dealing with misbehaviour**

Before every teacher decides how to approach classroom misbehaviour, Cangelosi (2000, p. 301-302) asserts that the teacher can either react to it or ignore it. The author claims that the teacher's decision might depend on a number of different factors. Nevertheless, the very first thing the teacher should consider when reacting to a discipline problem is their ability to deal with misbehaviour and the complexity of the situation.

Langová and Vacínová (1994, p. 45) state that all the teacher's steps and actions to deal with misbehaviour are considered strategies. Not only do they include intentional strategies, but also teachers spontaneous behaviour without their intention and plan. The authors also tend to think that the more strategies teachers are equipped with, the easier it will be for them to make appropriate decisions. In this thesis, three types of strategies are described and explained. The first type is oriented to the causes of misbehaviour, the second type is oriented to prevention and the last one focuses on intervention in the class.

### **10.1. Strategies oriented to the causes of misbehaviour**

Finding reasons for learners misbehaviour plays a significant role in education. It is important to know potential causes of misbehaviour in terms of future preventive measures, so as to reduce indiscipline behaviour and increasing efficiency of learning and teaching. This chapter focuses on the set of strategies and its main goal is to understand the reasons that lie behind learners' misbehaviour.

Bendl (2005, p. 160-161) claims that typical misbehaviour falling into this category is the one that occurs repeatedly and might have a certain pattern in the class. Therefore, Bendl advises following particular steps in order to find causes of undesirable behaviour and eliminate its patterns. Firstly, the teacher should analyze and define the pattern of behaviour which needs to be eliminated. Then, Bendl advises teachers to find which stimulus positively strengthens the misbehaviour and come up with a realistic plan for removing the positive strengthening stimulus.

To make such a plan work, the teacher firstly has to observe learners regularly in order to discover the causes. Unfortunately, finding the causes is not always a matter of lessons or days, but the process may be successful after weeks. However, if the plan is prepared, the teacher can use it and evaluate its potential success afterwards.

In Petty's view (2002, p. 88-89), the teacher who wants to understand the reasons that lie behind learner misbehaviour, may opt for a personal dialogue. Petty says that the dialogue should take place after the lesson and involve only the teacher and a misbehaving learner. The first step the teacher has to take is to identify the kind of problem the learner has and find causes of their misbehaviour. This means to listen to the learner and express acceptance and respect for them through non-verbal signals.

The second step is described as "an agreement on the solution". The teacher explains why the learner behaviour is not acceptable and asks the learner for their own solution to the discipline problem. If the learner is not able to find a solution, it is the teacher's turn to find one. In this case, the solution must be also accepted by the learner. When the teacher knows the cause(s) of misbehaviour, they will let the learner know about monitoring their progress in behaviour.

Concerning the dialogue, Kyriacou (2009, p. 136) provides almost identical opinions on the topic as Petty. According to him, talking to the learner about their misbehaviour can be increased by other similar techniques. Kyriacou (2009, p. 136) presents two techniques which are: encouraging reflection and achieving a positive resolution. By encouraging reflection the teacher attempts to encourage the learner to evaluate their misbehaviour and potential undesirable consequences which may follow if such misbehaviour continues. Achieving a positive resolution is understood as an agreement between the teacher and the learner to behave in a more desirable way in the learner's own interest.

Although speaking to the learner is considered a good strategy, one potential problem may arise and it is a lack of sincerity. When cooperating with the teacher, the learner may not seem sincere during counselling. It is very likely that some learners agree to whatever the teacher requires without the real intention of complying in practice. For this reason it is highly recommended to call upon the support of other teacher to formalise the school's concern. (Bendl, 2004, p. 36)

There are, of course, various approaches to finding causes of misbehaviour. Bendl (2004, p. 36) suggests that many schools have established cooperation with The Educational and Psychological Counselling Service, which may reduce problems with indiscipline. This institution provides professional services to children, their parents and teachers. The institution generally focuses on complex psychological, special-educational and social diagnostics oriented to finding the causes of learning disabilities, misbehaviour and other problems.

Usually, The Educational and Psychological Counselling Service investigates a specific situation in order to understand what a child or adult needs. (Bendl, 2004, p. 36) If the situation requires such services, the counsellor eventually visits the class where the learner misbehaves, even without the permission of parents. From there, the observations of the learner can be made. Furthermore, Bendl (2004, p. 36) says that the counsellor can take part in the discussion with other teachers and come with the solution to the learner's misbehaviour.

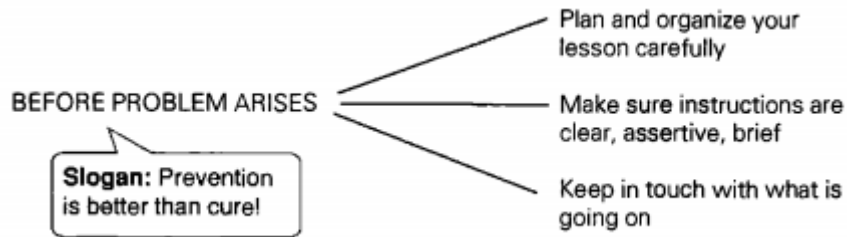
## **10.2. Preventative strategies**

This part of the thesis focuses on the set of strategies which might help the teacher to prevent discipline problems and misbehaviour in their lessons. As preventative strategies are not dealt with in the practical part of this thesis, they will be described briefly in this chapter.

One of the simplest ways on how to prevent indiscipline is to carefully plan all classroom activities. Ur (1996, p. 265) thinks that the lesson which is clearly planned and organised is likely to be a constant momentum and the learners will feel the purpose of their learning. This suggests that such a lesson will keep learners' attention on the task and their behaviour will be cooperative.

Conversely, without enough planning, the lesson may become tiring and boring so learners can get bored and start to misbehave. In addition to planning, Ur proposes another piece of advice on discipline prevention. In understanding her advice, Figure 1 is presented.

**Figure 1: Discipline prevention**



(Ur, 1996, p. 267)

The reader sees that Ur attaches importance to classroom instructions and keeping in touch with what is going on in the class. Ur (1996, p. 265) believes that discipline problems sometimes arise when learners are uncertain about what they have to do. Because of this, instructions must be communicated clearly, courteously but assertively. Keeping in touch means that the teacher needs to be constantly aware of what is happening in the whole classroom.

Petty (2002, p. 89) stresses that prevention is the best way to deal with unsuitable behaviour of learners. Nevertheless, he admits that it is not possible to eliminate all the manifestations of learners' misbehaviour in this way. In the same way, Langová and Vacínová (1994, p. 47) claim that misbehaviour (and especially non-disruptive) cannot be entirely eliminated as learners in primary and secondary education still grow up and develop so their behaviour is naturally different from the behaviour of adults.

Kyriacou (2008, p. 103-105) suggests that discipline in the class depends more on the teacher's overall system of teaching. Kyriacou says that the teacher who is able to manage and control behaviour of learners in the class does not have to deal with almost any misbehaviour. However Kyriacou (2008, p. 105) claims that teachers have to be equipped with particular skills in order to successfully regulate learners' behaviour. Concerning the skills, Kyriacou (2007, p. 84) stresses that the skill for creating order is very important so teachers should focus attention on establishing their authority.

### **10.2.1. Establishing the authority**

Vališová who specializes in the issue of authority in social relationships says that authority is a contributing factor in keeping discipline and defines authority as "an important form of implementing the power which is based on more or less general recognition of legitimacy and the influence of a certain personality, institution or group". (Vališová, 1998, p. 14)

In terms of teaching, teachers are the ones who implement power based on the general recognition of their personality. Kyriacou (2008, p. 86) claims that the key to keeping discipline in the classroom lies in learners who have to accept the teacher authority. Otherwise the teacher is not able to manage learners' behaviour and their progress in learning.

Kyriacou (2008, p. 86) adds that learners will more likely accept authority in the classroom if three important elements of teaching are followed by the teacher. These elements are the status of the teacher (which follows from their individual behaviour such as tone of voice, voice quality, posture, facial expression and eye contact), competent teaching (interest in the subject matter and knowledge about the topic) and managerial control of the class, which can be enhanced by establishing classroom routines and rules.

### **10.3. Intervention strategies**

This section attempts to describe how uncooperative behaviour of learners can be eliminated with suitable intervention. Regarding misbehaviour, Wolfgang and Glickman (In Cooper et al, 1994, p. 149-150) say that teachers should ideally find the causes of uncooperative behaviour. This means that teachers should use the strategy oriented to causes of misbehaviour so they can move along their response according to the seriousness of a discipline problem. However, not all teachers are always able to find all causes of misbehaviour, so they opt for intervention.

In general, Auger and Boucharlat (2005, p. 96) say that intervention strategies rather focus on the symptoms and not causes of learners' misbehaviour. When intervention is necessary, the teacher has basically three options of responding to misbehaviour. The teacher can either ignore the situation, non-verbally react to it or they can verbally response to the misbehaviour. (Cooper et al., 1994, p. 150).

According to Mertin (2011, p. 11) teachers are recommended to use an intervention strategy which aims at learners' cooperative behaviour with the least intervention in the ongoing lesson. His opinion suggests that teachers should start to eliminate misbehaviour using non-verbal strategies first and proceed to verbal strategies if non-verbal strategies do not work.

Wragg (In Kyriacou, 1997, p. 126) says that there are many non-verbal strategies which the teacher can choose from. Particularly, the teacher can use gestures, facial expression, eye contact, proximity, touch, and dramatic pause. Petty (2002, p. 97) suggests other non-verbal strategies. The examples of his strategies are: hand clapping, head shaking and frowning.

Apart from non-verbal strategies, Wragg (In Kyriacou, 1997, p. 126-127) claims that the teacher might use other two types of responses to uncooperative behaviour: verbal and punishment. Verbal responses might include reprimands, questioning the learner, use of humour, threat of the punishment and statement of rule. The examples of punishment may be reseating the learner, providing the learner with extra work or giving detention for his misbehaviour.

Ur (1996, p. 267) explains that if intervention is necessary the teacher should distinguish between two steps, the beginning of a discipline problem and exploding the problem. If the problem arises, Ur advises teachers to stay calm and deal with it quickly, which can prevent further escalation. Also, Mertin (2011, p. 12) believes that the teacher can describe and explain a discipline problem to the misbehaving learner. Moreover, the teacher can provide the misbehaving learner with a choice or they can call on the misbehaving learner by their name.

Particularly the strategy *Calling on the misbehaving learner by their name* is emphasized by Petty. Petty (2002, p. 97) recommends to say the name of the learner who misbehaves to eliminate misbehaviour. Moreover, Petty (2002, p. 97) asserts that the teacher can combine this strategy with another non-verbal strategy to establish order in the classroom as soon as possible.

Provided that the discipline problem has exploded and the teacher thinks the situation might get worse, quick action needs to be taken in order to get the class to routine again. Ur (1996, p. 266) suggests a verbal strategy, rising the voice and a swift and loud warning, which usually takes effect. Also Cangelosi (2000, p. 376) recommends teachers to change the tone of voice to get the required attention from learners and to eliminate discipline problems.

Nonetheless, Ur (1996, p. 266) claims that if the teacher finds a learner who repeatedly refuses to follow the instructions and misbehave, the teacher can “give in”, which means that they can agree with the refusal. Its advantage is that this option can defuse the situation and might not be seen as dishonourable surrender. Also, the teacher is put in a position to fairly demand something from the learners in return. On the contrary, the over-use of this strategy can have no effect on discipline in the class.

To conclude Ur (1996, p. 266) recommends teachers not to be over-assertive all the time and look for different ways of diverting the crisis. Such ways may include postponement of work, compromise and class discussion.



### **10.3.1. Reprimands**

The following part of the thesis focuses on reprimands and punishments as two specific intervention strategies because Petty (2002, p. 98) and Kyriacou (2008, p. 97) believe that reprimands and punishments can contribute to a change in learners' behaviour.

Kyriacou (2008, p. 107) explains that most reprimands are usually used when manifestations of inappropriate behaviour are not eliminated by preventive strategies. When the learner receives reprimand for their behaviour, Kyriacou speaks about "an explicitly expressed verbal warning or a reminder that teachers use to inform the learner that they disapprove of their undesirable behaviour." (Kyriacou, 2008, p. 107)

Kyriacou (2008, p. 107-108) adds that a good reprimand should be given with consideration. He explains that reprimand fulfils the complementary function to the lesson, therefore, too frequent use of this strategy reduces the effectiveness of the lesson. Also, Ur (1996, p. 265) explains that reprimands should not be used often as they can be a sign of the teacher's weakness and can undermine the effort to create a positive classroom climate. Furthermore, Ur also recommends teachers to avoid reprimands unless teachers are prepared to implement them in the lesson.

When using reprimands, it is better to follow two rules to make reprimand effective. The learner should not be threatened in vain if the situation does not require and the teacher should focus his criticism on the learner behaviour but not on their personality. (Kyriacou, 2008, p. 108)

### **10.3.2. Punishments**

Reprimands can work well in the classroom, but despite reprimanding learners, misbehaviour can persist. Under those circumstances, the use of punishment is another option of keeping the discipline. Čapek defines punishment as "the influence connected with someone's behaviour or action which expresses negative evaluation and causes the individual resentment, frustration or limitations of some of his needs". (Čapek, 2008, p. 31)

Čapek's definition indicates that punishment causes negative evaluation of the learner. For this reason, punishment should be considered only when other strategies have not been successful. When using this intervention strategy, the teacher needs to know if misbehaviour of the learner is caused by his skill-deficit or not because the learner should not be punished for the behaviour they cannot control. (Intervention Central, 2016) For example, a learner who always arrives at school late without any school materials probably needs to be acquainted with organization skills instead of being punished.

In most cases, teachers use punishments for three reasons: retribution for the misbehaviour, deterrence for the future and correction of the behaviour. Kyriacou (2008, p. 111) claims that punishment often includes all three purposes, but the correction of the behaviour is probably the most important because it reflects the educational goal this strategy: to help the learner to opt for a better choice of their behaviour in the future.

Even though Kyriacou provides the reader with the reasons for using punishments, he is sceptical about the use at the same time. Kyriacou (2009, p. 135) explains and points out that a teacher who relies simply on punishments is unlikely to establish pastoral care element in the learner's educational development. For this reason Kyriacou (2007, p. 83) conducted research to find if this strategy was considered successful and effective for beginning teachers. Kyriacou found that punishment was not so effective in comparison with a preventative strategy based on establishing clear and consistent classroom rules. Such rules are undoubtedly important but Bendl (2011, p. 209) points out that the rules should be comprehensible to learners so they know the reason why they are treated as they are.

When dealing with misbehaviour Langová and Vacínová (1994, p. 58) suggest to restrict punishments in favor of giving encouragement to learners and reward them for their desired behaviour. Also Kalhous (2009, p. 394) recommends teachers to forestall problems with indiscipline and leave punishments as the last possible solution. He assumes that it is essential to create a school climate in which learners will not have the chance to misbehave.

Říčan (1995) is the one who formulated some principles of such a climate in the class. According to him, the climate is characterized by the relationships between learners where solidarity with weaker learners exist, the teacher's authority is supported, learners strengthen democracy in the classroom and they closely cooperate with one another.

In conclusion, it is suggested here that the teacher can choose from different intervention strategies. Also as it was explained, reprimands and especially punishments should be used sparingly to complement effective teaching because of possible consequences of these two strategies. Even though Kyriacou (2008, p. 83) knows that some teachers use punishment very often, Kyriacou stresses that they should think about the effect a punishment can have and if it is really necessary to use this strategy.

Nevertheless, whether teachers decide to use punishment or not, classroom discipline should never be based on dominating and instill fear in learners. Such attitude towards teaching would only make the learning process difficult and less efficient because it is said to be the worst solution to dealing with misbehaviour and keeping discipline. (Kyriacou, 2008, p. 83)

## **11. Conclusion of the theoretical part**

The theoretical part of the thesis was aimed at explaining the issue of uncooperative behaviour of learners together with using the English and Czech language when such behaviour appears in learners of English. In dealing with the proportion of Czech and English, opinions differ from the total exclusion to inclusion of the Czech language in lessons. By contrast, as the concept of communicative competence is described at the beginning of the thesis, it can serve as another argument for the second language supporters.

Moreover, particular approaches and methods in relation to the use of second and first language are described in this thesis, so when teachers favour teaching according to a particular approach or method, their choice might go hand in hand with the use of Czech or English. As it was suggested, English language teaching is dominated by the principle that teachers should use the second language as much as possible and avoid using mother tongue. However, the theorists showed that the use of the first language can be beneficial too.

The theory in the second part is based on the literature which offers the reader to look at the key terms and concepts connected with classroom discipline. The author explains types of learners' behaviour, namely the difference between cooperative and uncooperative, then she describes particular causes of learners' misbehaviour. The reader of the thesis is provided with possible causes of learner misbehaviour, which are also stated.

The next part of the thesis is focused on strategies for eliminating indiscipline. The literature offers three types of strategies for coping with discipline problems. Specifically, the strategies oriented to the causes of misbehaviour, preventative strategies and intervention strategies are discussed. Some examples of intervention strategies such as different types of verbal and non-verbal strategies are explained in more detail as they are part of the research in the practical part. Namely reprimands and punishments are emphasized throughout the last chapter. The author tries to stress that punishment as an intervention strategy for dealing with misbehaviour should be given careful consideration because of possible negative consequences this strategy might have on learners.

## **PRACTICAL PART**

### **12. Research design**

In the previous part of the thesis, the issue of discipline and opinions on using the English and Czech language in English language lessons were explained and described on the basis of the theory of English Language Teaching. In this part, the conclusions and the theoretical findings mentioned in the previous part are verified. The practical part of the thesis concentrates on the teacher's use of English and mother tongue when solving discipline problems in the Czech learning environment.

This part of the work deals with the research that was held in lower secondary level of the selected basic school for which a set of observations and interview were used. The aim of this research is to collect and present what behaviour is considered uncooperative in English classes and which of the aforementioned languages is used by teachers to eliminate this behaviour. The second intention is to find which strategies are used by individual teachers in terms of the elimination of uncooperative behaviour.

The main aim of the practical part is to present and describe a multiple-case study that was carried out at a basic school in the Czech Republic. The main goal of the study is to answer a set of defined research questions. The research questions are introduced in the following chapter and concern the topic of uncooperative behaviour with the use of the teacher's language in the class.

The overall aim of the multiple-case study was to find what is considered uncooperative behaviour by teachers of the English language in their English lessons and what language they choose when eliminating discipline problems. Answering the research questions is to contribute to the achievement of the overall aim of this thesis. Since the choice of language(s) might be related to the teachers' choice of intervention strategies for the elimination of discipline problems, the strategies are dealt with in this part too.

As it has been mentioned, the multiple-case study was chosen as a research approach for the purposes of this thesis. Hendl (In Skutil et al., 2011, p. 108) explains that a case study tries to capture the complexity of a case. Moreover, the study describes relations in their wholeness and deals with the study of one or few cases. He also says that the researcher might better understand other similar cases by thoroughly investigating one case. For the purposes of this thesis, the definition of a multiple-case study is needed to provide the reader with.

Sedláček (In Švaříček; Šed'ová et al., 2007, p. 106-107) explains a multiple-case study as a modified version of case study which focuses on studying more than one case. In this thesis, three cases are involved and their results are analysed. Hitchcock and Hughes (In Skutil et al. 2011, p. 109) claim that a case study generally collects the description of given phenomena and their analysis. Moreover, they say that a case study focuses on its individual participants or a group of participants and aims to understand the phenomena from their point of view. For this reason, the goal of a case study is to create an image of the diversity of cases through writing the final report. (Skutil et al., 2011, p. 109)

Cohen, Manion and Morrison (In Skutil et al., 2011, p. 110) assert that there are many types of case studies. In this thesis, there is presented a personal multiple case study. Hendl (In Skutil et al., 2011, p. 110) states that a personal case study is a detailed study of people which investigates particular attitudes and factors which contribute to the given situation.

According to Hendl (In Skutil et al. 2011, p. 110) each case study is based on the plan which involves five important steps which include the choice of area of the study and formulating research questions, a strategy of choosing the case, data collection methods, logic connection of data and conclusions and criteria for interpretation of the data and the final report of the case study

Commenting on particular steps, firstly the area of interests (the topic and the aim of the research) was outlined and the phenomenon (research questions) was searched. Then, the institution and three cases were selected based on the research questions and the aim. Depending on the cases, it was also crucial to opt for appropriate methods of data collection and design research instruments. After this step, the collection of data followed so they were prepared for a detail analysis.

### **12.1. Research questions**

As the area of the study was explained and the aim was specified in the previous chapter, this part of the thesis includes the formulation of the research questions. Švaříček and Šed'ová (2007, p. 69) stress that research questions are the core of every research project. According to Švaříček and Šed'ová research questions are said to fulfil two basic functions: they help to design the research so its results are in enlightenment with the stated aims, and they show the way how the research should be carried out.

Moreover, Švaříček and Šed'ová assert (2007, p. 70) that the choice of one general research question is quite common. However, the research question is usually further divided into more specific questions.

Švaříček, Šed'ová et al. (In Skutil et al., 2011, p. 53) specified the following criteria for creating research questions. The research questions should:

- be broad enough,
- be based on more general concepts,
- not ask about the frequency of phenomena and the strength of relationships between variables,
- typically examine the nature of the phenomenon in detail, and most often from the perspective of participants and
- avoid pre-accepted assumptions

To highlight the importance of research questions, Robson (In Skutil et al., 2011) concludes that: “Good research is characterized by a high compatibility of the research purpose, theory, research questions, methods, selective strategies and procedures for ensuring the validity of results.” (Skutil et al., 2011, p. 54)

The author of the thesis created eight research questions in relation to the topic of the thesis. The first five questions are labelled Q1, Q2, Q3, Q4 and Q5 and they are related to the nature of uncooperative behaviour.

*Q1: What is considered indiscipline and uncooperative behaviour by teachers at the lower secondary level?*

*Q2: Which type of uncooperative behaviour is found in English lessons?*

*Q3: What is considered non-disruptive and disruptive behaviour by teachers?*

*Q4: Do teachers react to both types of uncooperative behaviour?*

*Q5: Which intervention strategies do teachers use to eliminate misbehaviour in the class?*

The research questions labelled Q6, Q7 and Q8 are connected with the use of the English and Czech language in English language lessons when dealing with misbehaviour.

*Q6: Which language(s) do teachers use when dealing with discipline problems?*

*Q7: Is the teacher's choice of language related to his/her strategy for dealing with a discipline problem?*

*Q8: Does the teacher's choice of language depend on the type of uncooperative behaviour?*

## **12.2. Description of the research and cases selected for the research**

The exploration was done in January and February 2017, in Hradec Králové where the author has lived. The research took place in one basic school, situated in the town centre, accessible by at least two means of transport. Let me now point out some information about the school, classes and teachers the researcher has chosen for her observations.

Firstly, the choice of the school and cases was deliberate. Gavora (2000, p. 144) explains that if the choice of cases is deliberate, we speak about a qualitative type of research. Gavora gives reasons for his statement and claims that a deliberate choice is necessary because the cases have to be suitable for the research. In other words, they need to have required knowledge and experience in the given environment.

The chosen school provides learners with education at the primary and lower secondary level. As regards the English language, learners start learning English in the first grade. It is worth to mention that language education is generally supported there and the school offers audiovisual education in specialized language classrooms to make lessons more effective, interactive and attractive to learners. To demonstrate this support, learners are provided with sets of headphones when practising listening skills in English lessons. Also, selected groups of the fifth and seventh classes have free access to an online course of English.

For the purposes of this research, learners at the lower secondary level were chosen. Concerning the target group of learners, the educational content of the English language has a weekly time allotment of four teaching hours. At the lower secondary level, there are always three classes in each grade, which helped the researcher with her selection of a representative sample for a set of observations.



The total number of all teachers at school is thirty nine. The number of female teachers at school traditionally prevails, there are thirty-five female teachers and only for male teachers, including the director of the school. Referring to English teachers, the number of teachers at the lower secondary level is five. Unfortunately, learners do not have a possibility to experience language lessons with an English native speaker.

The research was conducted in fifteen English classes with learners from the sixth, seventh, eight and ninth grades. Three teachers represented three cases in the study. The teachers were middle-aged people of both gender, two women and one man, all Czechs. The selection of cases was determined by the aim of the study and the research questions so the teachers of the English language had to be chosen. The number of teachers was also selected on purpose.

Easton (In Gavora, 2000, p. 144) explains that the size of a sample survey is generally governed by saturation, and selection of cases is finished when the researcher finds that the information from other cases is the same and repetitive. For this reason, three cases were selected for the research. The teaching philosophy of the teachers was slightly different and their length of experience at the school too. However, all of them teach English at the lower secondary level. The names of teachers are not introduced in this thesis for the purposes of complete confidentiality, so they are labelled CASE 1, CASE 2 and CASE 3.

### **12.3. Methods of data collection**

Having defined the aim of the research, suitable methods of data collection were chosen to achieve the aim. Gavora says that the research method is “a general name for a procedure which is carried out in research.” (Gavora, 2000, p. 26) The researcher had to take into consideration potential advantages and disadvantages of particular methods before the process itself begun. Nonetheless, Gavora states that observations, interviews and questionnaires belong to the most often used methods in the descriptive kind of research problem, which is typical for case studies.

The author of this thesis decided to use two methods of data collection: a set of observations and interview, therefore, the research consists of two parts. The first part is observation of fifteen lessons and its aim is to find what type of uncooperative behaviour appears in English language lessons and what are the teacher’s strategies and language to eliminate discipline problems.

The second part of data collection in this multiple-case study is focused on an interview with the cases. Using more methods, the researcher could collect the data from two different perspectives on the problem and tried to ensure higher validity, which is considered the most important attribute of the research instrument. (Gavora, 2000, p. 71) Both methods are further dealt with in the following chapters.

#### **12.4. Observation**

One of the reasons for choosing observation as a method of data collection was the previous experience of the author with this method. The author opted for observation because of a possibility of obtaining valuable data based on her experience during a school teaching practice in the past.

The author of this thesis decided to chose an observation sheet as her data collection instrument. Again, the instrument for data collection was used by the researcher during the period of her teaching practice and it was also aimed at the issue of classroom discipline.

Since not all readers of the thesis are familiar with observation, the author used some theory to explain the concept. Merriam (1998, p. 94) explains that research based on observations takes place in the natural field setting and observational data represent a direct encounter with the phenomenon which is analysed afterwards. Moreover, Kidder (In Merriam, 1998, p. 94) says that observation is a research tool serving a stated and predetermined research purpose and deliberately planned.

For the purpose of this thesis, a structured set of observations was selected. According to Gavora (2000, p. 76) structured observations are focused on observing and recording already determined categories to a prepared observation sheet. Merriam (1998, p. 95) gives many reasons why an researcher might want to gather data through structured observation.

The first reason concerns the possibility to observe things that have become routine to the participants themselves and may lead to understanding the context of the situation. The second reason concerns the observer's possibility to record the behaviour of participants as it is happening at the moment. Another reason that Merriam (1998, p. 96) gives is specific incidents and behaviours that can be used for subsequent interviews. The last advantage of using observation is the firsthand possibility of watching an activity, event or situation when a fresh perspective is desired.

## 12.5. Observation sheet

In order to increase the validity of the research, a pilot study of an observation sheet was conducted. The process of piloting met the expectations and for this reason the observation sheet remained unchanged. The observation sheet seemed to be valid for the research and no changes had to be made.

The observation sheet in this multiple-case study consists of a heading and a table for recording the data. Specifically at the top of the observation sheet, the date and the information about a case and class observed is given. Concerning the table, its format is opened and it has five columns for recording the data. The columns are called *Discipline Problem*, *Type of uncooperative behaviour (disruptive/non-disruptive)*, *Teacher's strategy to eliminate misbehaviour*, *Teacher's language used for eliminating a discipline problem* and *Teacher's words in language*. The empty observation sheet is found in Appendix 1. Three completed observation sheets can be seen in Appendix 2.

The first column labelled *Discipline problem* was created for recording a specific type of misbehaviour which occurred in the lessons of an individual case. The second column called *Type of uncooperative behaviour (disruptive x non-disruptive)* was used for recording disruptive or non-disruptive uncooperative behaviour based on the theory in the theoretical part of this thesis.<sup>1</sup> The column which is labelled as *Teacher's strategy to eliminate misbehaviour* was used for identification of the intervention strategy the teacher used for eliminating a discipline problem. *Teacher's language used for eliminating the discipline problem*, the fourth column, was selected to identify the teacher's language used in his/her strategy when eliminating the problem. The last column is called *Teacher's words in the language* and served for recording the teacher's words used for eliminating misbehaviour. The column was made to help the researcher with making a decision about an intervention strategy which the teacher used.

## 12.6. Interview

Interviewing was chosen as the second method of data collection in this multiple-case study. The researcher has chosen this method on the basis of literature and her supervisor's recommendation. Merriam (1998, p. 71) claims that interviewing is a common means of collecting qualitative data. She says that some and occasionally all of the data are collected through interviews in qualitative research.

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<sup>1</sup> The researcher should mention that she tried to classify disruptive and non-disruptive behaviour on the basis of Cangelosi's explanation of disruptive and non-disruptive behaviour.

Before conducting the interview with the teachers, a pilot study of the interview was aimed at finding its validity. Merriam (1998, p. 75) is sure that pilot interviews are crucial for trying out the researcher's questions. Also, the researcher can get practice in interviewing and quickly learn which questions are confusing and need rewording.

The researcher conducted a pilot study of the interview with her two relatives who have been teachers. The interview lasted about twenty minutes, the time which the author of the thesis expected and only slight changes in formulating the questions were made.

Ferjenčík (In Skutil et al., 2011) states that if a researcher wants to get the data about opinions, attitudes and wants to find out how much a respondent understands a certain situation or a phenomenon, an interview is a possible choice. Concerning the form, the interview is structured, which is determined by its features. Merriam (2011, p. 73) says that a structured interview belongs to an oral form of survey and wording and the order of questions is predetermined.

Denscombe (2003, p. 66) comments on the structure of an interview: "The researcher has a predetermined list of questions, to which the respondent is invited to offer limited-option responses [and] each respondent is faced with identical questions." (Denscombe, 2003, p. 66) Merriam (1998, p. 71) adds that the most common form of interview is the person-to-person meeting in which one person elicits information from another.

An interview has advantages which some other methods of data collection may not offer. These are:

- direct contact between the researcher and the respondent
- free hand and flexibility in questioning
- further explanation of questions from the side of the researcher and explanation of answers from the respondent
- possibility to obtain personal information
- observing verbal and non-verbal reactions of a respondent
- no difficulties in comparison with written language

(Pelikán; Gavora; Cohen; Manion; Morrison and Kumar in Skutil et al., 2011)

In the process of finding the teachers' attitudes, opinions on the topic, the interview was conducted with each of them individually. The goal of the interview was to gain data related to the pre-defined research questions in chapter 12.1. and to complement the data obtained from observations. As regards the procedure, all three cases were informed about the content and purpose of the research and assured that the data obtained will be interpreted anonymously. The teachers were informed that the interview would concentrate on learners' uncooperative behaviour, classroom discipline and the language used by the teacher for eliminating the uncooperative behaviour in English lessons.

Firstly, the teachers were asked about their opinions on the types of uncooperative behaviour which appear in their lessons, what the intervention strategies they use to eliminate misbehaviour, whether they try to eliminate all occurrences of misbehaviour etc. The second part of the interview concerned the two languages used in English lessons and the teacher's philosophy towards using Czech and English when dealing with learners' misbehaviour. The interview was conducted in the Czech language. The researcher decided to use the Czech language instead of English because she wanted to prevent any misunderstanding.

As it was mentioned, the interview focused on two areas of the research. The total number of questions in these two parts is twenty-one. Some of the questions are open-ended and others are closed-ended as there is a choice of options given by the question itself. The agenda of the interview designed for the purposes of this multiple-case study can be seen in Appendix 3.

### **12.7. Data collection**

Data collection was done in two stages. The first part involved the collection of data through analysing the observation sheets. The second stage involved the collection of data through the interviews with teachers. As stated in the introduction, three teachers were observed and each of them was observed five times. The data were collected during fifteen forty-five minute lessons and when the phenomenon was observed, it was recorded in the observation sheet. With observations, the researcher was sitting at the back of the class, observing the class without any interruptions to the teaching-learnig process.

Interviewing was second in the process of collecting the data because the author of the thesis did not want to influence the teachers' behaviour in the observed lessons on the basis of the information in the interview. The interview was carried out with each teacher individually and it followed the order of the questions. The whole process of collecting the data was done systematically based on an agreement between the researcher and the teachers.

### **13. Data analysis from observations and interview**

The data obtained through the set of observations were analysed as soon as the observations of all three teachers were completed because the researcher wanted to analyse her experience in recent memory. Each case was analysed and interpreted individually but the process of analysing the data was the same for all three cases, which means that all observation sheets and information from interviews were analysed.

To begin with, there are many data analysis techniques. In this thesis, content analysis is preferred. Merriam (1998, p. 159) explains that content analysis is a less common data analysis techniques, however, she says that this technique is used implicitly in any inductive analysis of qualitative data to some extent. Particularly, content analysis is the content of interviews, field notes, and documents that is analyzed.

The observation sheets were analysed from more points of view to illustrate the variety of obtained information. The author created tables and diagrams to show the results of her research in relation to research questions stated in Chapter 12.1. Mostly, the tables and diagrams were used for recording the frequency of a particular phenomenon.

Subsequently, the three case studies are compared with one another so that the research questions can be answered in this thesis later on. Regarding the interviews, the findings from individual parts of the interview were interpreted within an individual case but in relation to the findings from the observation.

#### **13.1. Data interpretation – CASE 1**

CASE 1 is a female teacher who has been teaching English for more than ten years. She teaches English and geography to learners at the lower secondary level. The researcher could observe her teaching in the sixth, seventh and eighth class in five English lessons. The seventh and eighth classes were observed twice and the sixth was observed once. The first area the researcher decided to analyse in these classes was uncooperative behaviour and discipline problems.

### 13.1.1. Uncooperative behaviour and discipline problems

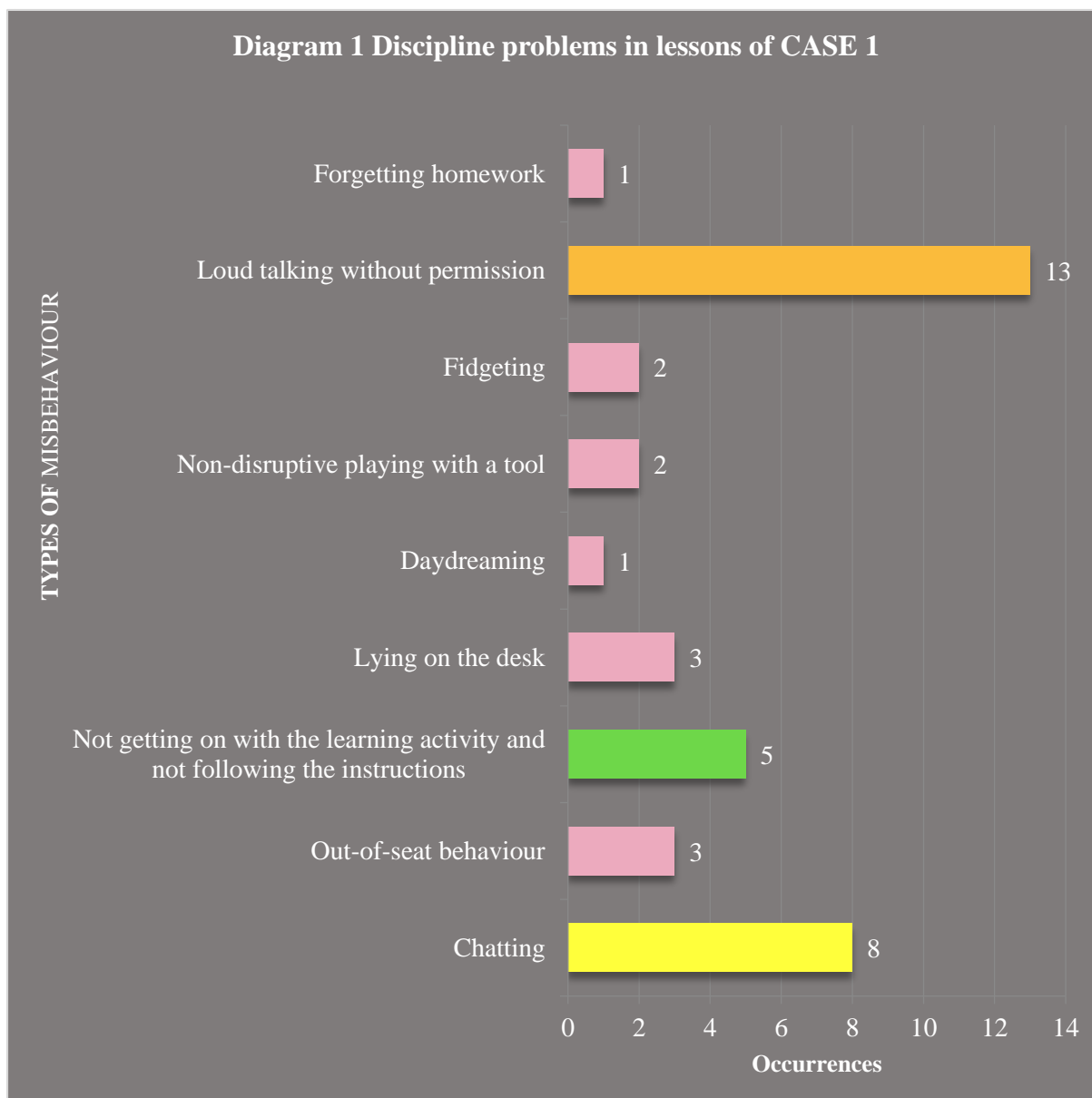
To begin with, the researcher would like to give the readers an idea of what uncooperative behaviour and indiscipline means for CASE 1. During the interview, CASE 1 told the researcher that uncooperative behaviour is the behaviour of learners who do not follow and respect the teacher's instructions and who do not do what they should in the lesson. Also, the teacher said that uncooperative behaviour and undisciplined behaviour are closely related, and when the learner does not cooperate, they usually start to misbehave.

The total number of **discipline problems** which were observed in five lessons of CASE 1 was **thirty-eight**. There might be various causes of these problems. Concerning the teacher's teaching style, she only used frontal teaching as an organisational form in these five lessons. Also, some learners seemed bored during the lessons so this fact may have given the rise to their misbehaviour. Unfortunately, the teacher did not design any additional activities which would be attractive to the learners and prevent them from misbehaving in the researcher's opinion. Although she used modern technology (interactive whiteboard, a set of headphones), the learners seemed not to be interested. Also, the teacher's speech was quite monotonous which could have caused some discipline problems.

Regarding the discipline problems, **nine types of misbehaviour** occurred in her lessons on the basis of Cangelosi and Kyriacou's examples in Chapter 7. During these five lessons, ***loud talking without permission*** appeared **thirteen times** and this type of misbehaviour represented **the most common** discipline problem.

The second most common discipline problem was ***chatting***. The researcher recorded this type of misbehaviour **eight times**. The third most common discipline problem which appeared was ***not getting on with the learning activity and not following the instructions***. This problem is displayed **five times** in total. ***Lying on the desk*** and ***out-of-seat behaviour*** are the next two types which appeared identically – **three times** during the observation. ***Non-disruptive playing with a tool*** and ***learners' fidgeting*** are the manifestations of misbehaviour which both occurred **twice**. The last two discipline problems the researcher observed are ***daydreaming*** and ***homework forgetting***. These examples of indiscipline were observed only **once**. All nine types of uncooperative behaviour are illustrated in Diagram 1.

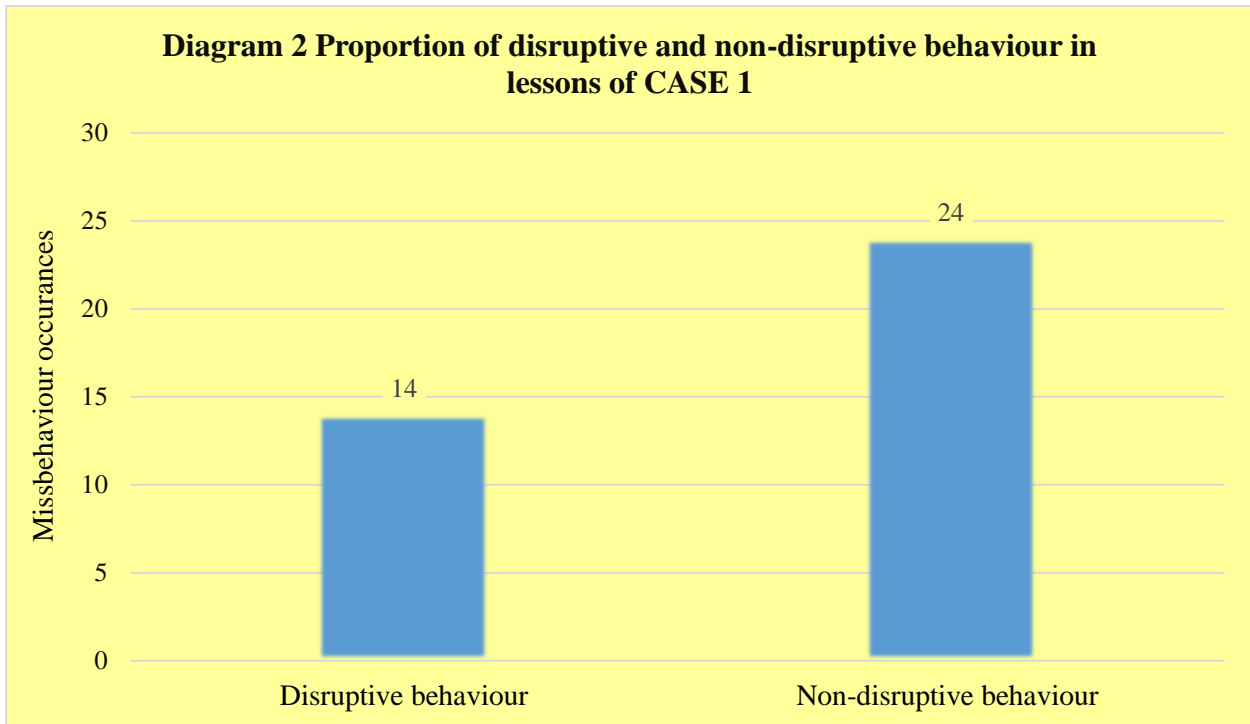
Diagram 1 Discipline problems in lessons of CASE 1



As it was mentioned, the researcher observed thirty-eight cases of misbehaviour. Moreover, she was interested in the proportion of disruptive and non-disruptive behaviour in the lessons. Based on the theory, she found that the aforementioned discipline problems included both disruptive and non-disruptive types. **Non-disruptive behaviour prevailed** in the lessons of CASE 1 and it was calculated that **twenty-four occurrences** were counted. **Disruptive behaviour** was counted **fourteen times** in total.

In Chapter 7., Kyriacou's opinion that non-disruptive behaviour generally prevails in lessons is described and the result concerning non-disruptive and disruptive behaviour in lessons of CASE 1 confirms his theory. The proportion of disruptive and non-disruptive behaviour is illustrated in Diagram 2.





During the interview, the teacher said **that disruptive behaviour** is all forms of behaviour which disrupts the course of her lessons. **Non-disruptive behaviour** was defined as “creative misbehaviour” which prevents the creative process and slows down the pace of the lesson. This piece of information led the researcher to the conclusion that the teacher sees disruptive and non-disruptive behaviour differently in comparison with Cangelosi’s definition in Chapter 7.

The researcher was informed that disruptive behaviour generally prevails in her lessons. CASE 1 added that misbehaviour depends on particular types of activities she does with learners in her lessons. Anyway, the research revealed that **most of the misbehaviour** was classified as **non-disruptive**, which can be a satisfactory result. When CASE 1 was asked about discipline problems that occur in her lessons the most often, she said that discipline problems depend on specific learners she teaches and for this reason there is not one type of misbehaviour which exceeds the other. Also, the researcher was told that each class has its specifics.

Concerning the interview, the last question in the first part of the interview focuses on different ways of reacting to misbehaviour. The teacher answered to it and said that she tried to distinguish between non-disruptive and disruptive behaviour but sometimes she does not realize what is her reaction to a discipline problem. CASE 1 informed the researcher that she uses reprimands and punishments when disruptive behaviour occurs.

When non-disruptive behaviour occurs, she told the researcher that she does not use punishments so often but when the same non-disruptive type of misbehaviour occurs repeatedly during the lesson, she uses the same strategy as when reacting to disruptive behaviour.

The teacher's strategies to eliminate discipline problems is the next area the researcher wanted to explore. CASE 1 used **twelve different strategies** in her five lessons and they are seen in Table 1.

**Table 1 Strategies to eliminate discipline problems**

<b>Type of the strategy</b>	<b>Name of the strategy</b>	<b>Occurrence of the strategy in five lessons</b>
Verbal	Reprimand/Command	8times
	Quieting	7times
	Calling on the learner by their name	5times
	Explanation of the problem to the learner	5times
	Asking the learner about the problem	3times
	Punishment	twice
	Use of humour	once
Non-verbal	Dramatic pause	4times
	Proximity	3times
	Gesture	3times
	Eye contact	once
Ignoring	-	4times

Commenting on the strategies, some of them were repeated by CASE 1. When all occurrences were counted together, it was obvious that the total number (45) does not equal the number of all discipline problems in the lessons of CASE 1. Discrepancy between all discipline problems (38) and the strategies (45) used for eliminating these problems was caused by the teacher's use of more strategies for one discipline problem. Usually, the teacher combined two strategies together. CASE 1 combined non-verbal and verbal strategies most of the time. She used, for instance, the combination of a gesture and asking the learner about the problem, and the combination of dramatic pause and calling on the learner by their name.

As the reader sees, the teacher preferred verbal to non-verbal strategies. She used **thirty verbal strategies, eleven nonverbal strategies**. However, she **ignored** four discipline problems too. The most often used strategies were *reprimands and commands, quieting the learners and calling on learners by their name*. Reprimands and commands were used eight times (four reprimands and four commands), quieting as a strategy was used seven times and calling on the learner by their names was used five times in total. On the contrary, use of humor and eye contact was used only once during the observations. There might be different reasons why the teacher preferred to use certain strategies. However in Chapter 10.3.1, Kyriacou advises teachers to use reprimands with consideration because too frequent use of reprimands can reduce the effectiveness of the learning process and might undermine the effort to create a positive learning environment.

Also, the researcher would like to explain why reprimand and command are put together as one strategy in the table. These two types of responses are put together as one strategy in Table 1 because the author of the thesis did not see a clear distinction between a command and reprimand when observing. The researcher took into consideration Kyriacou's definition of reprimand in Chapter 10.3.1., however, her perception of reprimand is not different from her perception of a command. For this reason, the researcher either filled reprimand or command in the observation sheet.

As regards the observed strategies, the researcher would like to comment on the strategies called *Explanation of the problem to the learner, Asking the learner about the problem* and *Quieting* because the reader may not know these strategies. When CASE 1 used the first of the aforementioned strategies, she reminded learners the rule they should follow and explained why their behaviour was not acceptable.

Her words were for instance “Boys, you know that you shouldn’t be talking right now” or “Marek, when you don’t have homework, you know you should excuse yourself at the beginning of the lesson.”

The the second strategy, *Asking the learner about the problem*, was mostly used when the teacher noticed chatting in the classroom. The teacher knew that there was a discipline problem, but she wanted to know more details about it. The researcher recorded these words: “Kate, do you have a problem?” Furthermore, when the teacher was trying to quiet learners and used the strategy called *Quieting*, she always used one particular hushing sound (“ššš”). The researcher classified this strategy into the group of verbal strategies.

When using the strategies in the lessons of CASE 1, *ignoring* was also one of them. Taking into account the answers from the interview, the researcher was informed that CASE 1 usually tries to react to most discipline problems, particularly to disruptive. After observing, the researcher found that the teacher **responded to thirty-four discipline problems** and **ignored four discipline problems**, which corresponds to the teacher’s answer in the interview. Nonetheless, the research showed that the teacher reacted to both disruptive and non-disruptive behaviour, but the reactions to non-disruptive behaviour prevailed as there was more non-disruptive behaviour. To show the relation between the two types of misbehaviour and different intervention strategies, the researcher created Table 2 to show the reader a correlation between these two phenomena.

**Table 2 The relation between the type of misbehaviour and intervention strategies**

Type of misbehaviour	Strategies to eliminate a discipline problem
Disruptive	reprimand/command, ignoring, calling on the learner by their name, quieting
Non-disruptive	calling on the learner by their name, gestures, dramatic pause, quieting, explanation of the problem to the learner, asking the learner, ignoring, reprimand/command, punishment, proximity, use of humour

The readers can see that CASE 1 used a higher number of intervention strategies for non-disruptive behaviour. This result is understandable as non-disruptive behaviour prevailed in lessons of CASE 1. Concerning the strategies, the researcher was interested in punishment on the basis of opinions in the theoretical part of the thesis. The teacher used punishment when dealing with non-disruptive behaviour although she said that she uses this strategy mainly when coping with disruptive behaviour. Anyway, the researcher found that punishment was used when the learner did not follow the teacher's instructions and this discipline problem occurred in the lesson more than once. Punishment was used twice a strategy and the learner was reseated in both situations. The author of the thesis thinks that the teacher probably punished the learner because the discipline problem occurred twice in the lesson.

As we can see, CASE 1 used a variety of strategies regardless of the two types of misbehaviour. In the researcher's opinion, the teacher might have used some of these strategies subconsciously as she explained during the interview.

### **13.1.2. Distribution of the Czech and English language**

#### **13.1.2.1. Interview**

The data concerning the use of English and Czech when eliminating discipline problems from the observations and the interview are analysed in this section. Firstly, information from the interview is described.

The first instrument of data collection provides the reader with information about the use of the Czech and English language in English lessons of CASE 1. While interviewing, the teacher explained that she speaks Czech when giving instructions and explaining English grammar. Otherwise, she speaks English. The choice of her language also depends on the content of the lesson, specific activities and classes where she teaches English. Concerning the classes, the researcher was told that weaker learners usually need to hear Czech during the lesson and for this reason she switches between the languages and uses Czech sometimes.

When speaking about classroom discipline, uncooperative behaviour and the choice of language, the teacher said that she usually speaks English but if the situation in the class requires intervention, she speaks Czech. In addition, she said that her choice of language in relation to the type of uncooperative behaviour depends on the class, specific situation and which intervention strategy is the most effective at the moment.

### 13.1.2.2. Observation

On the whole, both Czech and English language were used in observed lessons of CASE 1. Although the teacher did not verbally comment on every discipline problem, Czech and English were used almost equally. **The Czech language** was used **ten times** and **English** was used **nine times** during the observations. This statement suggests that the teacher verbally commented on misbehaviour and used either one of the languages in **nineteenth of thirty-eight intervention strategies**.

The teacher also reacted to the discipline problems differently than verbally using full English and Czech sentences. The teacher was:

- ignoring a discipline problem,
- using non-verbal strategies (gestures, eye contact and dramatic pause),
- trying to make the learners quiet by using one hushing sound (“ššš”),
- and calling on learners by their names.

The total number of the teacher’s responses to discipline problems when using these four strategies was nineteen so the researcher did not consider these responses as containing the Czech or English language. The reader should know that these responses are also used in the subsequent chapters of the thesis. When these strategies are dealt with in terms of language choice, the responses are never classified into the Czech or English language. The reader can notice that these examples of strategies were used with little intervention in lessons as Mertin (chap. 10.3.) explained in the theoretical part.

Regarding the relationship between the strategy and the language, **English** was mainly preferred when **reprimand** was chosen. CASE 1 used English for **four reprimands**. On the contrary, the teacher preferred Czech when she was **explaining a discipline problem** to the learner. She used this strategy **four times**. In Chapter 4.1. of this thesis, Littlewood and Moon give reasons why using mother tongue is regarded as an advantage. Maintenance of discipline through the first language was one of them. As we can see, CASE 1 used the Czech language quite often, which is in agreement with Littlewood and Moon’s opinions.

The Czech language was used when coping with four discipline problems and *not getting on with the learning activity and not-following the instructions* was a discipline problem for which the teacher used Czech the most often. English was used the most often in these two discipline problems: *loud talking without permission* and *not getting on with the learning activity and not-following the instructions*.

Since the reader might want to see the relationship between the teacher's language and the type of uncooperative behaviour, the researcher created Table 3 to show the relationship.

**Table 3 Teacher's language in relation to the type of uncooperative behaviour**

Language	Non-disruptive behaviour	Disruptive behaviour
Czech	7times	3times
English	5times	4times

The observation provided the researcher with the result that the teacher used Czech mostly when dealing with non-disruptive behaviour (seven occurrences) and English when dealing with disruptive behaviour (four occurrences). Comparing this result with the piece of information from the interview, the teacher's view and the result based on observations differ.

### **13.2. Data interpretation – CASE 2**

CASE 2 is a male teacher who teaches English and biology to learners at the lower secondary level. Again, the researcher had the possibility to observe the teacher in five English lessons. The researcher observed learners in the sixth, seventh and ninth class. The sixth and seventh classes were observed twice and the ninth class was observed once. In the following chapters, the author will firstly analyse the data concerning discipline problems and strategies used by the teacher when eliminating these problems.

#### **13.2.1. Uncooperative behaviour and discipline problems**

On the basis of interviewing CASE 2, the researcher learned that the teacher considers the behaviour where learners have to be given repeated instructions to work as uncooperative behaviour. Moreover, undisciplined behaviour is generally similar to uncooperative behaviour according to CASE 2.

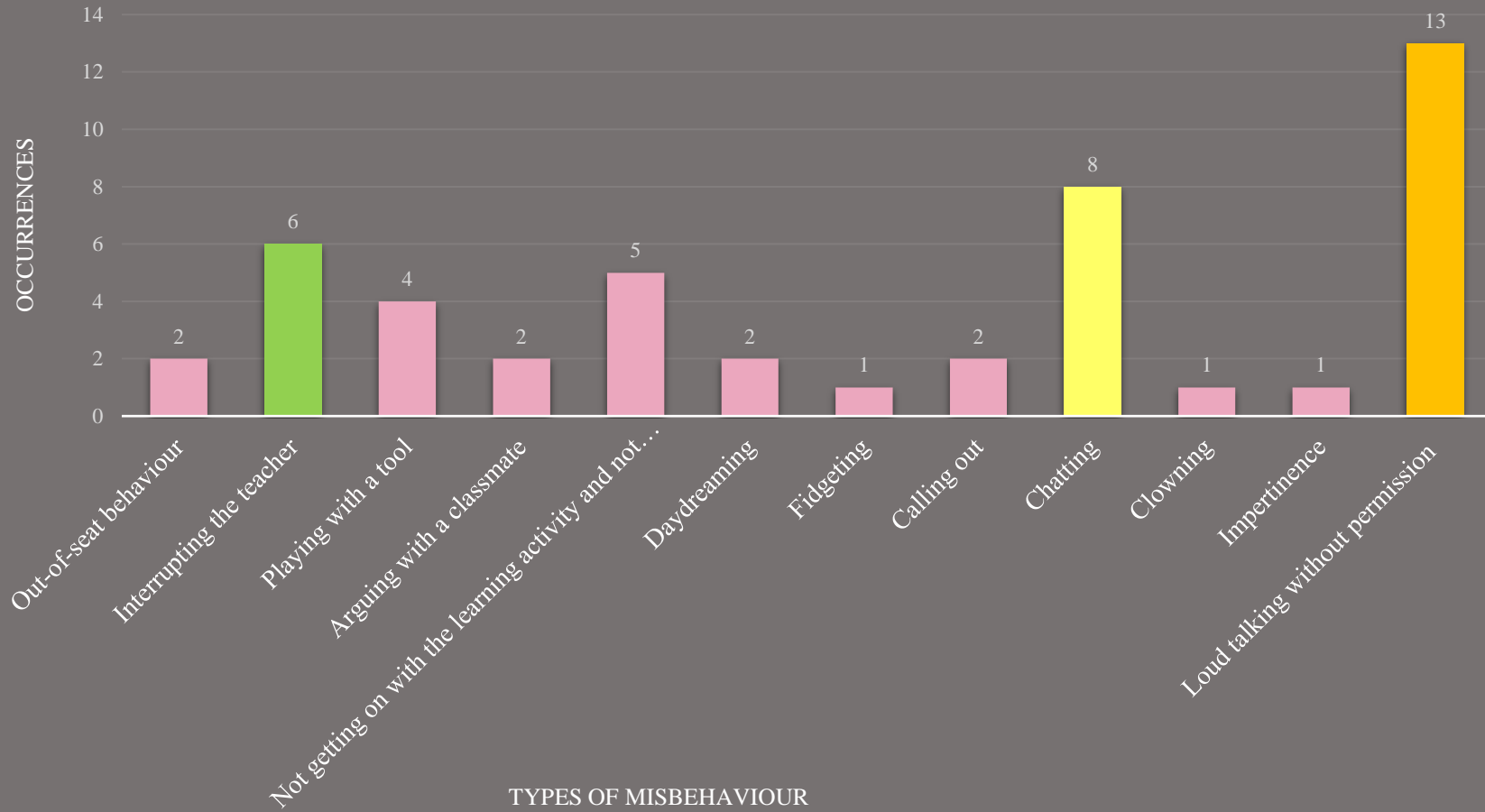
As regards observation, the number of discipline problems which were recorded in the lessons of CASE 2 was **forty-six**. Focusing on the problems, **twelve types** of misbehaviour occurred in his lessons. These problems were *loud talking without permission, out-of-seat behaviour, interrupting the teacher, playing with a tool, arguing with a classmate, not getting on with the learning activity and not following the instructions, daydreaming, fidgeting, calling out, chatting, clowning and impertinence*.

The most common discipline problem was *loud talking without permission*. The researcher counted **thirteen occurrences** of this discipline problem in five observed lessons. The second most common discipline problem was *chatting*. The author recorded this discipline problem **eight times**. The third most common discipline problem which appeared in the lessons of this teacher was *interreupting*.

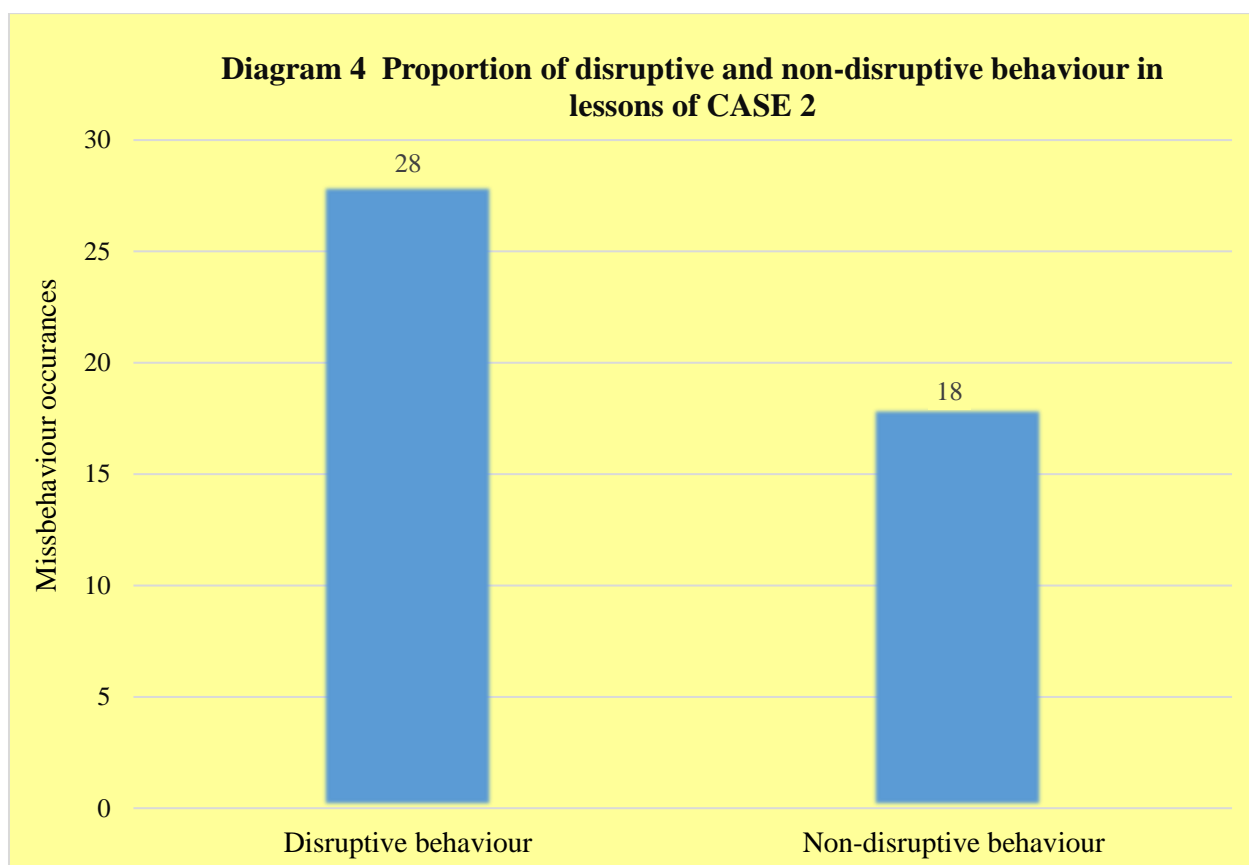
*Not getting on with the learning activity and not following the instructions* was the next discipline problem which can be considered the type of misbehaviour with a frequent occurrence during the lessons. Two types of misbehaviour which occurred the least were *clowning* and *impertinence*. All these types of misbehaviour and their occurrences are shown in Diagram 3



Diagram 3 Discipline problems in lessons of CASE 2



Regarding disruptive and non-disruptive behaviour, the researcher found that **disruptive behaviour prevailed** in lessons of CASE 2. Unfortunately, **eighteen cases** of all discipline problems were classified into the category of **non-disruptive behaviour** and **twenty-eight** occurrences were classified into the category of **disruptive**. The proportion of disruptive and non-disruptive behaviour is illustrated in Diagram 4.



In the theoretical part of this thesis (Chapter 7), Kyriacou says that non-disruptive behaviour generally represents most of learners misbehaviour. Nevertheless, the results concerning the misbehaviour in lessons of CASE 2 are different. During observing CASE 2 in his lessons, the researcher observed some occurrences of disruptive behaviour but did not expect these results.

The causes of misbehaviour may be various. When taking into consideration the classes which were observed in the lessons of CASE 2, most discipline problems were counted in the lesson with the learners in the ninth class. It should be stressed that only one lesson with this group of learners was observed and eleven disruptive discipline problems were counted.

The researcher was informed that the ninth classes are generally considered problematic by teachers at the school as the learners reach puberty at this age. This factor might have played a significant role when observing the learners. Moreover, since the observations were carried out in the second half of the school year and grades of the learners in the ninth class in the second half do not generally affect their admission to secondary schools, the learners might have lacked the motivation for learning and getting good grades in their exams.

Furthermore, the researcher noticed that the teacher was usually calling on the same learners when discussion and cooperation between the teacher and learners was required. When such a situation happened, the researcher was interested in the rest of the class which was unfortunately bored most of the time. Also, CASE 2 preferred frontal instruction. Although the researcher was generally paying attention to discipline problems and learners' behaviour, she liked the way how the teacher treated the learners. Specifically, CASE 2 let learners participate in classroom discussions and wanted the learners to share their ideas. The researcher appreciated discussions as she believes that there are advantages that make discussions a valued teaching approach. Moreover, the author liked that the teacher was always willing to answer most of the learners' questions.

When analysing the obtained data, the researcher studied different types of misbehaviour and the teacher's reactions to misbehaviour. Specifically, the researcher classified a discipline problem called *playing with a tool* into both non-disruptive and disruptive behaviour. The reason why the misbehaviour was classified as disruptive is because the misbehaving learner prevented other learners from learning and working on a given task while he was showing his mobile phone to other learners. This discipline problem was the only one which was classified into both, disruptive and non-disruptive behaviour. Moreover, as there were four occurrences of this discipline problem, the observer expected the teacher to react in a similar or same way to the discipline problem. Nonetheless, the teacher either ignored the learner, used a reprimand or the learner was questioned why they were playing with a tool. Regarding the tools, the learners were playing with their mobile phones.

After the researcher was provided with answers to questions from the interview with CASE 2, she could comment on disruptive and non-disruptive behaviour in depth. When asking what **disruptive** and **non-disruptive behaviour** is, the teacher told the researcher that disruptive behaviour is the behaviour which disrupts other learners in the class. Loud talking was provided as an example.

Non-disruptive behaviour was explained as the behaviour which does not disrupt others during learning, with chatting as an example. The author of the thesis was told that disruptive behaviour usually prevails in lessons of CASE 2, which was proved by the analysis of observation sheets.

When having the data from both methods of data collection, the researcher could compare the types of misbehaviour she was informed about during the interview with CASE 2 and particular discipline problems while observing him. The researcher was mainly interested in disruptive behaviour as it prevailed during the observations.

The teacher informed the researcher about the types of disruptive behaviour which usually occur in his lessons. The misbehaviour includes interrupting and not paying attention connected with talking. When observing, the researcher found that **the most frequent discipline problems** were *loud talking without permission, not getting on with the learning activity* and *interrupting the teacher*. The results from observing indicate that *talking* and *interrupting the teacher* correspond with the information received from the interview.

The researcher also focused on the way how the teacher eliminated discipline problems. CASE 2 used **twelve different strategies** in five lessons. They are seen in Table 4.

**Table 4 Strategies to eliminate discipline problems**

Type of the strategy	Name of the strategy	Occurrence of the strategy in five lessons
Verbal	Reprimand/Command	15times
	Quieting	5times
	Calling on the learner by their name	4times
	Explanation of the problem to the learner	twice
	Asking the learner about the problem	twice
	Punishment	once
	Use of humour	once

Type of the strategy	Name of the strategy	Occurrence of the strategy in five lessons
Non-verbal	Dramatic pause	once
	Proximity	once
	Gesture	once
	Eye contact	once
Ignoring	-	15 times

The researcher found that CASE 2 used the same intervention strategies as CASE 1. Most of the strategies were repeated during observation and the teacher sometimes used more strategies when dealing with one discipline problem. CASE 2 usually combined two strategies together; non-verbal and verbal strategies most of the time, for example a gesture and reprimand or quieting the learner and reprimand. Again, the teacher opted for **verbal strategies mostly**. Concerning the strategies, the teacher ignored the learners quite often and used the strategy based on *reprimands* and *commands*.

When analysing the data, the researcher was surprised at how many times the teacher ignored the learners' misbehaviour, both disruptive and non-disruptive. The researcher counted **fifteen discipline problems** which were **ignored**. Particularly, CASE 2 ignored loud talking without permission, interrupting, calling out, arguing with a classmate and chatting. During the interview, CASE 2 reported that he tries to react to all manifestations of misbehaviour in his lessons. This suggests that the teacher might not have been aware of all occurrences of misbehaviour in his classes or he intentionally ignored some of them.

Regarding disruptive and non-disruptive behaviour, the teacher said that he distinguishes between them. When learners' behaviour is non-disruptive, CASE 2 usually calls on learners by their names or reprimands them. When learners disrupt others in the class, he uses the same strategies but if it is inevitable, he is made to opt for punishments.

When observing, punishment was used only once. It was the situation where the learner was talking without permission, so he was reseated. To illustrate the relation between disruptive and non-disruptive behaviour and the intervention strategies used by CASE 2, the researcher created Table 5 to show a correlation between the two phenomena.

**Table 5 The relation between the type of misbehaviour and intervention strategies**

Type of misbehaviour	Strategies to eliminate a discipline problem
Disruptive	reprimand/command, ignoring, calling on the learner by their name, quieting, use of humour, punishment, explanation of the problem
Non-disruptive	calling on the learner by their name, gestures, dramatic pause, quieting, asking the learner, ignoring, reprimand/command, proximity, eye contact

The reader can see that CASE 2 reacted to both types of uncooperative behaviour and most intervention strategies are displayed in both lines. Particularly, the researcher was interested in punishment again. Unlike CASE 1, CASE 2 opted for punishment only when learners' behaviour was disruptive, which corresponds with his answer from the interview. Other strategies, such as gestures, dramatic pause, proximity and eye contact are in agreement with Mertin's view on the use of non-verbal strategies in Chapter 10.3.

### **13.2.2. Distribution of the Czech and English language**

#### **13.2.2.1. Interview**

While interviewing CASE 2, the teacher revealed that he generally favours English and he said that the two languages are used equally in his lessons. English is used by him for stereotypical and routine activities while Czech is used when the teacher gives new instructions to learners and wants them to understand.

Concerning discipline, the teacher admitted that he uses Czech almost everytime when coping with learners' misbehaviour. Also, CASE 2 opts for Czech when dealing with disruptive and repeated uncooperative behaviour. English is used by him when dealing with non-disruptive behaviour.

### 13.2.2.2. Observation

CASE 2 used both, the Czech and English language in his lessons. However, he preferred Czech to English when dealing with misbehaviour. The researcher counted that the teacher used **English in two intervention strategies**, but **Czech was used in nineteen strategies**.

On the contrary, the teacher spoke none of the languages when using non-verbal intervention, quieting the learners (he also used the same hushing sound as CASE 1) and ignoring a discipline problem. In case the teacher was calling on the learner by their name, the researcher did not classify the learner's name into any of the two languages because the teacher did not say a full sentence. Regarding the relationship between an intervention strategy and the language, both languages were mainly used when the learners received **reprimands** and **commands**.

In additon, **Czech** was used for **thirteen reprimands and commands**, but the language was also used for different intervention strategies. Concerning the variety of discipline problems, Czech was used when coping with eight types of discipline problems. *Loud talking without permission* and *interrupting the teacher* were the two discipline problems for which the teacher used Czech the most often. English was mostly chosen when dealing with these two discipline problems: *loud talking without permission* and *playing with a tool*.

Similarly to CASE 1, Table 6 was made to see the relationship between the teacher's language and type of uncooperative behaviour.

**Table 6 Teacher's use of language in relation to the type of uncooperative behaviour**

Language	Non-disruptive behaviour	Disruptive behaviour
Czech	7times	11 times
English	Once	twice

The reader can see that the teacher preferred Czech regardless of the type of uncooperative behaviour and the proportion of both languages when eliminating non-disruptive and disruptive behaviour is comparable.

### **13.3. Data interpretation – CASE 3**

The last case in this multiple case study is a female teacher who has quite long experience in teaching. She teaches art lessons and English to the learners at the lower secondary level who were observed. CASE 3 was observed during five English lessons with the learners in the sixth, seventh and ninth class. The researcher observed the ninth and sixth class twice and the seventh class was observed once. As in the previous analyses, the researcher starts examining uncooperative behaviour and discipline problems.

#### **13.3.1. Uncooperative behaviour and discipline problems**

At the beginning of the data analysis, the researcher would like to point out some information about the opinions of CASE 3 on uncooperative behaviour and misbehaviour. When the interview was conducted, the researcher was informed that uncooperative behaviour is such behaviour where learners do not generally follow their assigned tasks. When asking if uncooperative behaviour is the same as misbehaviour, CASE 3 said that uncooperative behaviour could be sometimes regarded as misbehaviour and she added that the distinction between these two concepts depends on particular situations in her lessons. However, most information about uncooperative behaviour and discipline problems was collected during observation.

The number of discipline problems counted in lessons of CASE 3 was **thirty-five**. Focusing on the problems, **ten types** of misbehaviour occurred in the lessons. These problems were *loud talking without permission, playing with a tool, not getting on with the learning activity and not following the instructions, copying on a test, daydreaming, chatting, clowning, impertinence, complaining and chewing a chewing gum*. The proportion of all discipline problems is illustrated in Diagram 4.



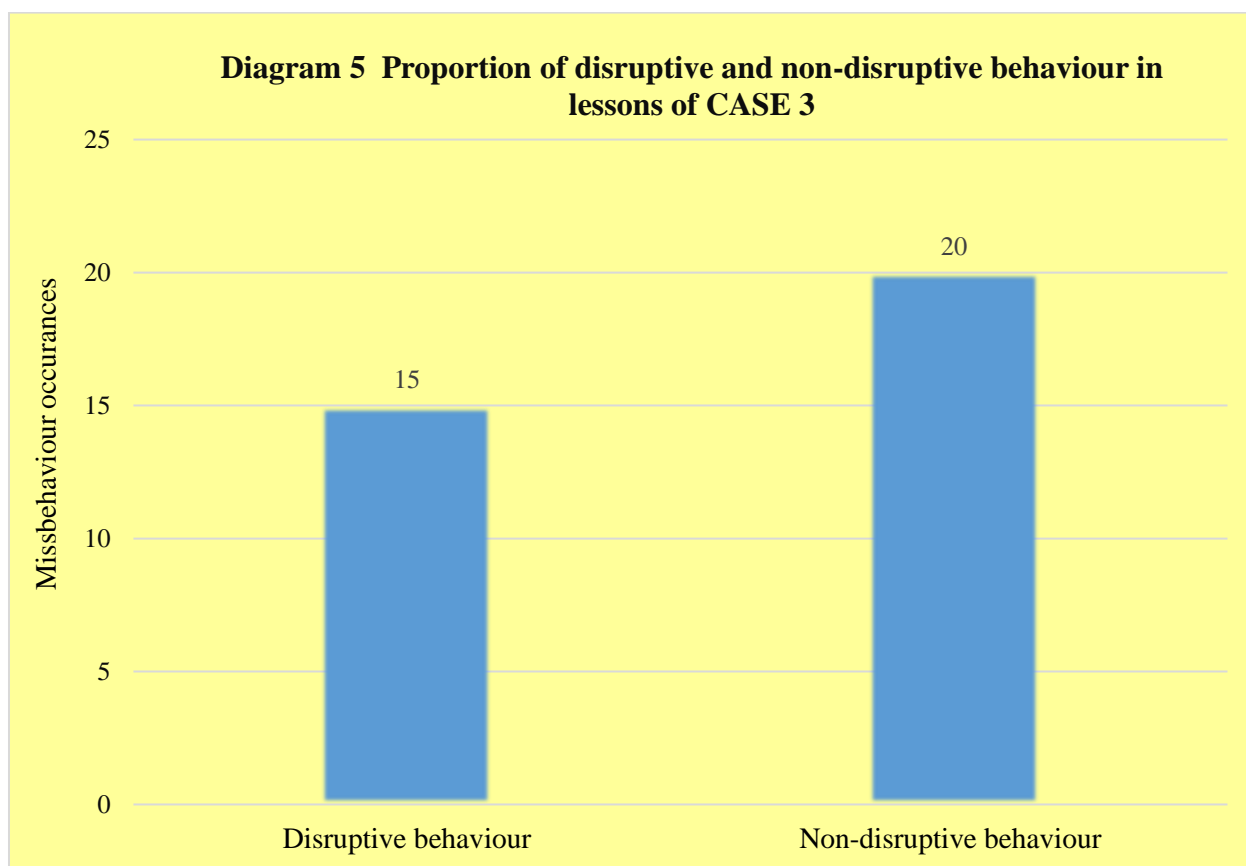
Diagram 4 Discipline problems in lessons of CASE 3



This diagram shows that *chatting* represents most of the discipline problems. When analysing the data, the researcher counted eight occurrences of this discipline problem. The two other frequent types of misbehaviour were *loud talking without permission* and *not getting on with the learning activity and not following the instructions*. When analysing the observed data, the researcher noticed two disciplined problems that she did not expect to observe. The problems are called *chewing a chewing gum* and *copying on a test*. Concerning the first type of misbehaviour, the researcher considered chewing a chewing gum a discipline problem because the learner received a reprimand for his behaviour. Also, the researcher noticed that the teacher was in close proximity to the learner who was copying on a test, therefore, she considered this behaviour indisciplined.

During the interview, the researcher asked the teacher what type of misbehaviour prevails in her lessons and *chewing a chewing gum* was one of them. The teacher also mentioned other types of misbehaviour frequently occurring in her lessons. These were *chatting with a classmate, mocking a classmate, refusing to cooperate with a classmate and forgetting learning aids (a textbook)*.

Distinguishing between disruptive and non-disruptive behaviour is the next area to investigate. The researcher found that **non-disruptive behaviour prevailed** in lessons of CASE 3. It was counted that **twenty discipline problems** were non-disruptive and **fifteen** problems were labelled **disruptive**. The proportion of disruptive and non-disruptive behaviour is illustrated in Diagram 5.



In order to have an overall picture of non-disruptive and disruptive behaviour in her lessons, CASE 3 was also asked about her perception of both types of uncooperative behaviour and the proportion of them in her lessons. According to the teacher, disruptive behaviour is the behaviour which disrupts, makes noise, interrupts the lesson and has to be shouted down by the teacher so learners can hear the instructions properly. CASE 3 considers chatting, playing with a mobil phone, out-seat-behaviour and blowing one's nose as examples of disruptive behaviour.

In contrast to disruptive behaviour, the examples of non-disruptive behaviour are chewing a chewing gum, lying on the desk, drawing and playing noughts and crosses. According to the teacher, non-disruptive behaviour usually does not make noise in her lessons.

The teacher reported that both types of uncooperative behaviour can be found in her lessons. She also concluded that frequent manifestations of disruptive behaviour are *chatting with a classmate* and *calling out* and *not paying attention to the teacher*. Manifestation of non-disruptive behaviour is *chewing a chewing gum*. Again, the teacher had a different idea about disruptive and non-disruptive behaviour in comparison with Cangelosi's definition in chapter 7. She particularly considers chatting and not paying attention to the teacher disruptive behaviour. For this reason, the researcher was interested in the teacher's strategies to deal with discipline problems. They are shown in Table 7.

**Table 7 Strategies to eliminate discipline problems**

<b>Type of the strategy</b>	<b>Name of the strategy</b>	<b>Occurrence of the strategy in five lessons</b>
Verbal	Reprimand/Command	13times
	Use of humour	5times
	Calling on the learner by their name	5times
	Commenting on the discipline problem	twice
	Explanation of the problem to the learner	twice
	Request	twice
	Asking the learner about the problem	once
	Raising the voice	once
	Punishment	once
Non-verbal	Dramatic pause	twice
	Proximity	twice
	Punishment	once
Ignoring	-	4times

When analysing the data, the researcher counted **twelve** different **intervention strategies** used by CASE 3 to eliminate discipline problems. The total number of all strategies used in five observations is forty-one. CASE 3 used similar strategies to the strategies of CASE 1 and CASE 2, however, there are also different ones. The two strategies that have not been previously introduced in the practical part are *commenting on the discipline problem* and *request*.

CASE 3 used these strategies twice in her lessons. The teacher used the first strategy when she wanted to comment on the learner behaviour and eliminate a discipline problem in this way. The words of the teacher were: “Hezky se předvádíš.” and “Michale, tak se tak nerozčiluj.” In the researcher’s opinion the teacher chose this strategy because she probably wanted to lighten the mood in the class and point out a discipline problem at the same time.

The second of the strategies, *request*, was used by the teacher when she wanted the learner to do something. The reader could say that *request* is the same as *reprimand* or *command* but the researcher saw a difference in the choice of the teacher’s words and, therefore, classified two strategies into the column *request*. When CASE 3 used this strategy, she said: “Honzo, můžeš být potichu?” and “Klára, can you please answer the question?” Comparing this strategy with *reprimand* and *command*, the researcher has come to the conclusion that *request* is less direct.

Anyway, *reprimands and commands* were the two strategies which were **used the most often, thirteen times**. For this reason, the teacher might have used *humour* five times with intention of lightening the mood in the class. Moreover, the researcher classified *punishment* into verbal and non-verbal strategies because the teacher reacted differently in two situations when she used punishment. Once she did not verbally comment on a discipline problem, she just took the learner’s mark book and wrote him a note sent home. In the second case, she said to the learners what was the problem and then she chose an appropriate punishment.

The answers from the interview also provided the researcher with some valuable information. During the interview, CASE 3 told the researcher that her reactions to misbehaviour depend on the types of activities she does with learners during the lesson. Moreover, her learners know classroom rules concerning misbehaviour. If they misbehave, they know they might be punished by getting a short unannounced test. Concerning punishment, when the reader focuses their attention back to Table 4, they can see that this strategy was used twice during observing.

The researcher observed that the learners in the ninth class had to write a short test because of their disruptive talking. Anyway, the researcher was told that the teacher generally tries to avoid punishing learners and prefers other ways of eliminating misbehaviour –she uses humour and points out learners’ misbehaviour.

As regards misbehaviour, the teacher said she would like to comment on all manifestations of misbehaviour in her lessons because misbehaviour generally makes teaching difficult. Also, she admitted that her reactions to disruptive and non-disruptive behaviour differ. When the behaviour is non-disruptive, she does not usually intervene in the lesson because she wants to save time. However, if the behaviour is disruptive, visible and it occurs repeatedly in the lesson, the teacher has to intervene. Most of the time, the teacher tells learners what to do or she points out their misbehaviour. At worst, the teacher gives learners a written test.

Apart from verbal and non-verbal strategies in Table 4, the researcher noticed that the teacher ignored four manifestations of misbehaviour, both disruptive and non-disruptive. Taking into account the teacher’s opinion on time saving, the result based on observation is more likely in accordance with her answers from the interview as the teacher ignored two examples of non-disruptive behaviour and two examples of disruptive.

Again, to illustrate the relation between disruptive and non-disruptive behaviour and the intervention strategies used by CASE 3, the researcher created Table 8 to show a correlation between the two phenomena.

**Table 8 The relation between type of misbehaviour and intervention strategies**

Type of misbehaviour	Strategies to eliminate a discipline problem
Disruptive	reprimand/command, ignoring, use of humour, punishment, explanation of the problem, commenting, raising the voice, request, dramatic pause
Non-disruptive	calling on the learner by their name, dramatic pause, asking the learner, ignoring, reprimand/command, proximity, request, punishment, use of humour

The reader can see that CASE 3 reacted to both types of uncooperative behaviour and most of the intervention strategies are displayed in columns with both types of misbehaviour. Interestingly, the teacher opted for proximity only when dealing with non-disruptive behaviour. On the contrary, she chose punishment for both, disruptive and non-disruptive behaviour.

### **13.3.2. Distribution of the Czech and English language**

#### **13.3.2.1. Interview**

The distribution of the Czech and English language in English lessons was also dealt with during interviewing CASE 3. When asking the questions, the teacher reported that her choice of language mainly depends on the content of the lesson and the level of learners' English. Generally, she tries to speak English but her learners are not always successful at understanding English. Therefore, the teacher speaks Czech when explaining English grammar. Regarding discipline, she sometimes uses English when eliminating misbehaviour but admitted that weak learners usually do not understand the teacher's words. For this reason, she prefers Czech.

The last question in the interview was about the relation between the type of uncooperative behaviour and the choice of the language. The teacher said that she does not distinguish between disruptive and non-disruptive behaviour, therefore, her language choice is not connected with a type of uncooperative behaviour.

#### **13.3.2.2. Observation**

The last area the researcher examined in observed lessons of CASE 3 was her choice of language when eliminating discipline problems. CASE 3 used both, the Czech and English language in her lessons. After observing, the researcher counted that the teacher spoke **Czech twenty-two times** and English was spoken **five times** in her lessons. Czech was mainly used when learners received **reprimands and commands**, especially for **three discipline problems: loud talking without permission, clowning and not getting on the learning activity and not following the instructions**. English was preferred when the teacher wanted to eliminate **chatting**. Similarly to Czech, English was mostly used when learners received **reprimands**.

The last analysis regarding CASE 3 is the relationship between the teacher's language and the type of uncooperative behaviour. They are seen in Table 9.

**Table 9 Teacher's use of language in relation to the type of uncooperative behaviour**

Language	Non-disruptive behaviour	Disruptive behaviour
Czech	9times	13times
English	3times	twice

Studying the table, the researcher found that CASE 3 generally preferred Czech to English regardless of the type of misbehaviour as she said during the interview. Even though non-disruptive behaviour prevailed in her lessons, she chose Czech more often when coping with disruptive behaviour. English was not used to such an extent.

#### **14. Cases comparison and answering research questions**

The last chapter of the practical part aims at answering research questions and the comparison of the data obtained on the basis of individual cases. The first research question that the author of the thesis formulated was focused on indiscipline and uncooperative behaviour and asked what is considered indiscipline and uncooperative behaviour by teachers at the lower secondary level. The three teachers in this multiple-case study consider indiscipline closely related to uncooperative behaviour. When explaining their idea of uncooperative behaviour, they said that uncooperative behaviour is the behaviour of learners who do not respect the teacher's instructions and do not follow the assigned tasks so the teacher has to repeat the instructions. The researcher was told that learners' misbehaviour is usually a result of their uncooperative behaviour. Also, the teachers agreed that uncooperative behaviour is similar to misbehaviour because the distinction between the two concepts depends on a particular situation in the class.

Discipline problems were recorded in lessons of all three teachers. Concerning uncooperative behaviour, the researcher found that two types of uncooperative behaviour occurred in classes at the lower secondary level. Both, disruptive and non-disruptive behaviour was observed.

All three cases reported that they commonly record both types of uncooperative behaviour in their lessons. However, CASE 1 and CASE 2 reported that disruptive behaviour prevails. Despite the teachers' conviction, non-disruptive behaviour was more frequent in lessons of CASE 1 and CASE 3. Anyway, the difference in individual occurrences of disruptive and non-disruptive was not marked. Disruptive behaviour prevailed only in lessons of CASE 2.

The researcher was also interested in the teachers' conception of disruptive and non-disruptive behaviour. All three teachers had similar opinions on disruptive behaviour. They explained it as behaviour which disrupts other learners and interrupts the course of the lesson. The conception of non-disruptive behaviour differed among the teachers. CASE 2 and CASE 3 had similar views. According to them, non-disruptive behaviour is the behaviour which does not disrupt others during learning and does not make noise. Nonetheless, CASE 1 defined non-disruptive behaviour as "creative misbehaviour" which prevents the creative process and slows down the pace of the lesson.

During the observations, it was recorded that the teachers reacted to both disruptive and non-disruptive behaviour. Moreover, their reactions were similar in most cases. They used both, verbal and non-verbal strategies and combined these strategies often. Unfortunately, all three teachers ignored some manifestations of misbehaviour, especially CASE 2. Anyway, verbal strategies were given preference and reprimands and commands as an intervention strategy were used frequently by all three teachers. CASE 1 and CASE 2 confirmed that they try to react to all manifestations of misbehaviour in their lessons. CASE 3 reported that she does not react to all discipline problems for different reasons such as time saving. However, she admitted that she would like to comment on all manifestations of misbehaviour regardless of the type because learners' misbehaviour makes her teaching difficult.

All the teachers stated that they distinguish between their reactions to disruptive and non-disruptive behaviour. The researcher knows that CASE 1 does not generally punish learners when their behaviour is non-disruptive, but when a disruptive type occurs or non-disruptive behaviour repeats, she chooses punishments and reprimands. CASE 2 chooses reprimands and calling on learners by their names as two intervention strategies when dealing with non-disruptive behaviour. When dealing with disruptive, he opts for punishments.

CASE 3 does not usually intervene in the lesson when behaviour is non-disruptive. However, if behaviour is disruptive, visible and it occurs repeatedly, the teacher intervenes. Most of the time, the teacher tells learners what to do or she points out their misbehaviour. At worst, she gives learners a short written test.

The Czech and English language were used by all three teachers to eliminate misbehaviour in their classes but the Czech language was used in most verbal strategies. Therefore, using the Czech language can be considered a strategy for dealing with discipline problems. When facing discipline problems, CASE 1 and CASE 3 informed that they sometimes use English.



Their choice of language mainly depends on particular learners who they teach and a specific situation. If weak learners do not understand the teacher's reaction in English, CASE 1 and CASE 3 are made to speak Czech. On the contrary, CASE 2 knows that he speaks Czech almost everytime when misbehaviour occurs. Concerning the intervention strategies, the observations showed that all three teachers used Czech and English in various strategies.

The teachers also provided the researcher with their choice of language in relation to the type of uncooperative behaviour. Interestingly, each of them had a different opinion. As CASE 1 suggested before, her choice of language depends on a specific class and what is more or less effective there. CASE 2 speaks English when non-disruptive behaviour appears and Czech is used for disruptive and repeated behaviour. CASE 3 reported that she does not distinguish between non-disruptive and disruptive and thus her choice of language does not depend on the type of uncooperative behaviour.

## **15. Summary of the practical part**

The multiple-case study showed that uncooperative behaviour was found in English language lessons. The three cases involved in this research agreed on their interpretation of uncooperative behaviour and reported that uncooperative behaviour is generally the behaviour of learners not respecting the teacher's instructions and not following assigned tasks. The research also revealed that both types of uncooperative behaviour, disruptive and non-disruptive, occurred in English language lessons at the lower secondary level. Therefore, the researcher focused her attention on non-disruptive behaviour too.

The teachers were trying to eliminate both types of misbehaviour but non-disruptive behaviour was observed more often by the researcher. They used various intervention strategies to eliminate occurrences of non-disruptive and disruptive behaviour, verbal and nonverbal, and their reactions to discipline problems were similar in most cases. However when teaching, teachers did not react to all manifestations of learners' misbehaviour as they ignored some discipline problems. Specifically CASE 2 ignored uncooperative behaviour the most.

From the strategies used, verbal strategies prevailed and the teachers used reprimands and commands frequently. Moreover, the teachers sometimes combined more strategies together to eliminate one discipline problem. At the same time, the teachers used both English and Czech when dealing with uncooperative behaviour in their classes but the Czech language dominated.

All three teachers reported that they were aware of speaking Czech when facing learners' misbehaviour. As it was mentioned, their verbal utterances contained reprimands and commands most of the time for which the Czech language was preferred.

On the whole, the research has shown that teachers generally react to discipline problems. Their use of strategies seemed to be appropriate. They did not react to all manifestations of misbehaviour in their lessons as the teacher is not always able to pay attention to all manifestations of misbehaviour in the classroom, especially if another discipline problem has just occurred. Moreover, the aim of English language teaching is not based on the teacher's skills in coping with misbehaviour.

## **16. Conclusion**

This thesis deals with the issue of teacher's use of the Czech and English language when discipline problems occur in English language classes. It is divided into the theoretical and practical part. The essential concepts discussed in the theoretical part are communicative competence, first and second language in language education, language approaches and methods in relation to the use of the first and second language, discipline, misbehaviour, types of uncooperative behaviour and intervention strategies.

The concept of communicative competence was defined at the beginning of the thesis. Specifically, teachers' communication in relation to communicative competence was taken into consideration. The author outlined essential communication skills that demonstrate situations in which the teacher's communication plays an important role; one of the situations was maintaining classroom discipline. Afterwards the special attention was paid to language used by the teacher in their English lessons. Firstly, the arguments for the inclusion of the first language and code-switching were introduced and explained. Then, the author provided the reader with reasons for speaking the second language in the class. Particularly, Krashen's Acquisition-Learning hypothesis and connection between the use of the second language and the development of communicative competence are mentioned. The next part of the thesis focused on particular language approaches and methods supporting the use of first or second language in language education.

Maintaining classroom discipline is the next area which was dealt with in the thesis. The author described different attitudes towards discipline and explained what uncooperative behaviour and misbehaviour is. Therefore, the types and causes of misbehaviour are discussed.

The theoretical part is concluded by different strategies for dealing with misbehaviour. Since the author concentrates on occurrences and direct elimination of discipline problems in the practical part, intervention strategies are described in more detail. The two intervention strategies selected and described in depth are reprimand and punishment.

The main aim of the practical part was to introduce the research focused on a multiple-case study. The research was carried out at one Czech basic school and involved the study of three cases who were the teachers of the English language at the lower secondary level. The main aim of the multiple-case study was to find and present what language is used by teachers when dealing with uncooperative behaviour in their English classes, what behaviour is considered uncooperative and what types of uncooperative behaviour occur in their lessons.

The multiple-case study revealed that all three cases mainly opt for the Czech language when dealing with uncooperative behaviour. Both types of uncooperative behaviour, disruptive and non-disruptive, were found in the lessons of English language teachers. The three teachers involved in the study reported that learners do not generally cooperate when they do not respect the teacher's instructions and do not follow their assigned tasks.

## **17. Resumé**

Tato diplomová práce se zabývá problematikou používání anglického jazyka učitelem při výskytu rušivého chování žáků. Celá práce je rozdělena do teoretické a praktické části. Na základě postojů odborníků se teoretická část soustředí na vymezení základního cíle cizojazyčné výuky a používání anglického a českého jazyka v hodinách anglického jazyka. Práce se poté zaměřuje na problematiku disciplíny, nespolupracujícího chování žáků a strategie učitelů při výskytu tohoto chování. Cílem praktické části bylo představit kolektivní případovou studii a zjistit, jaké chování žáků považují učitelé za nespolupracující a v jakém jazyce reagují učitelé na nespolupracující chování žáků v hodinách anglického jazyka.

První kapitola teoretické části poskytuje čtenáři pohled na cíl a současné pojetí výuky anglického jazyka. Autorka práce vysvětluje, že se jedná o rozvoj komunikativní kompetence. Tato kompetence je popsána na rozdíl mezi základní znalostí jazyka a dovedností tuto znalost použít. Tento rozdíl popisuje více autorů, např. Lyle Bachman (1990) a Sandra Savignon (1983). V souvislosti s vývojem komunikativní kompetence je v práci vysvětleno i její současné pojetí.

Autorka uvádí, že komunikativní kompetence je schopnost používat jazyk správně a vhodně pro různé situace, aby bylo dosaženo konkrétních komunikativních cílů. V souvislosti s komunikativní kompetencí žáků je v závěru kapitoly zmíněna i důležitost komunikativní kompetence u samotných učitelů, aby byl dosažen cíl jazykové výuky.

Dále je v práci nastíněna důležitost komunikačních dovedností u učitelů. V souvislosti s tím Douglas Brown (2000) uvádí, že i způsob, jakým učitelé komunikují s žáky, může ovlivnit kvalitu výuky. Dalším autorem, který má na tuto problematiku podobný názor je i Chris Kyriacou (2008), který zdůrazňuje, že komunikační dovednosti učitelů mohou ovlivnit i samotný proces učení u žáků a jeho efektivitu. V práci autorky je pak uvedeno pět základních komunikačních dovedností, které demonstrují pět různých situací, kde učitelova komunikace s žákem hraje důležitou roli. Jedna z těchto situací je i udržování disciplíny ve třídě.

Další kapitola pojednává o používání českého a anglického jazyka v hodinách anglického jazyka. V úvodu této kapitoly jsou vysvětlena dvě pojetí jazyka v jazykové výuce, synchronní a diachronní. Největší pozornost této kapitoly je pak věnována konkrétním argumentům pro používání českého a anglického jazyka učitelem ve třídě. Jeden z argumentů pro používání českého jazyka přináší William Littlewood (2009) a Vivian Cook (2001), kteří argumentují tím, že učitelé používají svůj mateřský jazyk, když potřebují žákům předat důležité informace a chtějí si být jisti, že jim žáci rozumí. Konkrétně se jedná o vysvětlování složitější gramatiky nebo překlad nových a neznámých slov. Vivian Cook (2001) také uvádí, že učitelé používají mateřský jazyk pro udržování pořádku a disciplíny ve třídě.

Simona Šebestová (2011) se také přiklání k používání mateřského jazyka a říká, že pokud se mateřský jazyk nepoužívá ve velké míře, ale používá se uvážlivě a smysluplně, může být prospěšný. Naopak důvody pro používání výhradně anglického jazyka jsou v kapitole také uvedeny. Jedním z autorů, kteří se přiklánějí k tomuto názoru, je Lucie Betáková (2010). Podle ní se čeští žáci stále setkávají s anglickým jazykem především v hodinách výuky cizích jazyků, kde dochází ke kompenzaci interakce v autentickém prostředí mimo školu. V této kapitole jsou uvedeny další výhody používání anglického jazyka ve třídě. Jedna z nich je i rozvoj plynulosti projevu u žáků, když jsou povzbuzeni přemýšlet v anglickém jazyce a vnímat ho.

Další část práce se soustřeďuje na přístupy a metody v jazykové výuce ve vztahu k používání mateřského a cizího jazyka. Čtenář se seznamuje s konkrétními přístupy a metodami, které se zabývají množstvím mateřského a druhého jazyka ve výuce anglického jazyka. Mezi tyto přístupy a metody patří gramaticko-překladová metoda, přímá metoda, audiolingvální metoda nebo komunikační přístup.

Kapitola 6 představuje tematiku disciplíny a seznamuje čtenáře s různými pohledy a přístupy k disciplíně ve třídě. Navazující kapitoly také souvisí s kázní. Kázeň je definována dvěma autory, z nichž má každý mírně odlišný pohled na kázeň ve třídě. Jsou to Stanislav Bendl (2004) a Chris Kyriacou (2007). Dalšími důležitými termíny v této části práce je nevhodné a nespolupracující chování. Nevhodné chování vysvětluje opět Chris Kyriacou (2009). Podle něj se žáci chovají nevhodně, pokud svým chováním oslabují učitelovu schopnost vytvořit a udržet účinné učební zážitky ve třídě. Jamese Cangelosi (2000) pojednává v této kapitole o nespolupracujícím chování žáků a říká, že je to takové chování, pro které učitel musí použít další tvůrčí metody, aby žáci začali pracovat na daném úkolu a spolupracovali při výuce. V následující kapitole (kapitola 7) jsou pak představeny dva typy nespolupracujícího chování, rušivé a nerušivé. Jednotlivé příklady nespolupracujícího chování jsou zde uvedeny.

Dvě kratší kapitoly, kterým je dále věnována pozornost, se zaměřují na příčiny nevhodného chování žáků a chování učitelů podporující disciplínu ve třídě. Teoretická část je zakončena strategiemi, které mohou učitelé ve výuce anglického jazyka využívat k prevenci a eliminaci výskytů nežádoucího chování. Jsou zde popsány tři druhy strategií, a to strategie zaměřené na příčiny nevhodného chování, preventivní strategie a intervenční strategie. Intervenčním strategiím je věnována největší pozornost, jelikož jsou součástí praktické části.

Praktická část této práce navazuje na již popsanou část teoretickou. Cílem praktické části bylo představit kolektivní případovou studii, kterou autorka práce realizovala na jedné určité základní škole. První kapitola praktické části (kapitola 12) popisuje výzkumný plán a jednotlivé fáze výzkumu. V této kapitole je uveden cíl studie a důvody pro její realizaci. Cílem studie bylo zjistit, jaké chování žáků považují učitelé anglického jazyka za nespolupracující a v jakém jazyce učitelé reagují na toto chování žáků v hodinách výuky jazyka. Dále jsou v práci popsány výzkumné otázky, které se autorka snaží zodpovědět. Otázky jsou rozděleny do dvou částí. První část otázek se zaměřuje na povahu nespolupracujícího chování a druhá na používání anglického a mateřského jazyka v hodinách výuky jazyka při výskytu nevhodného chování žáků. Otázky zní:

Co učitelé považují za nekázeň a nespolupracující chování?

Jaký typ nespolupracujícího chování převažuje v hodinách anglického jazyka na druhém stupni Základní školy?

Jaké problémy kázně se objevují v hodinách anglického jazyka na druhém stupni Základní školy?

Jaké interveční strategie učitelé používají k odstranění problémů s kázní?

Reagují učitelé na oba typy nespolupracujícího chování, rušivé i nerušivé?

Jaký(é) jazyk(y) učitelé používají, když řeší kázeňské problémy?

Je učitelova volba jazyka závislá na jeho strategii řešení kázeňského problému?

Je učitelova volba jazyka závislá na typu nespolupracujícího chování?

Odpovědi na výzkumné otázky jsou uvedeny v závěru praktické části. Autorka použila dva výzkumné nástroje, aby zajistila vyšší validitu a poskytla dva úhly pohledu na danou problematiku. Jednalo se o strukturované pozorování a strukturovaný rozhovor. Pro pozorování a rozhovor byly vybráni tři účastníci, učitelé anglického jazyka, kterým byla přidělena označení CASE 1, CASE 2 a CASE 3. Observací bylo celkem patnáct, pro zaznamenání pozorované situace byly navrženy observační archy a každý učitel byl pozorován v pěti hodinách anglického jazyka. Cílem strukturovaného pozorování bylo zaznamenat realitu týkající se nespolupracujícího chování v hodinách výuky tohoto jazyka. Strukturovaný rozhovor proběhl vždy s konkrétním učitelem. Pro oba nástroje vytvořila autorka práce pilotní studii, která mohla přispět k vytvoření výzkumných nástrojů.

Popis sběru dat je představen v kapitole 12.7. a kapitola 13 pak dále popisuje analýzu a interpretaci dat. Vždy jsou představeny výsledky jednotlivého účastníka případové studie. K prezentaci výsledků observací autorka využila statistických metod, obsahující tabulky a grafy. Všechna data byla vyhodnocena a prezentována na základě pěti observací u každého učitele. K prezentaci výsledků rozhovorů použila autorka jednotlivé přepisy rozhovorů, které byly následovně interpretovány podobným způsobem.

Autorka studií zjistila, že se nespolupracující chování vyskytlo v hodinách výuky anglického jazyka. Tři učitelé, kteří se zúčastnili této studie, v rozhovoru uvedli, že nespolupracující chování žáků je obecně takové chování žáků, kteří nerespektují učitelovy instrukce a neplní zadané úkoly

ve třídě. Výzkum také ukázal, že se v hodinách anglického jazyka vyskytly dva typy nespolupracujícího chování, rušivé a nerušivé. Nerušivé chování bylo vyzorováno častěji, ale učitelé se pokoušeli odstranit oba typy chování. Učitelé využívali různých verbálních a nonverbálních strategií k eliminaci výskytů nerušivého a rušivého chování. Jejich reakce na kázeňské problémy byly podobné ve většině případů. Nicméně učitelé nereagovali na všechny kázeňské problémy, které se objevily v jejich hodinách a někdy je i ignorovali. Konkrétní vyučující, označený jako CASE 2, ignoroval nejvíce nespolupracujícího chování.

Autorka zjistila, že učitelé se snažili eliminovat kázeňské problémy zejména pomocí verbálních intervenčních strategií. Nejčastěji používali napomínání a příkazy a také kombinovali více strategií k odstranění jednoho kázeňského problému. Současně učitelé používali jak český, tak anglický jazyk při řešení problémů s disciplínou, nicméně český jazyk převládal. Všechny tři učitelé v rozhovoru uvedli, že si jsou vědomi používání českého jazyka, když se nespolupracující chování objeví v jejich hodinách a ke stejnému výsledku dospěla i autorka práce. Jak již bylo řečeno, učitelé používali hlavně napomínání a příkazy jako intervenční strategie, pro které volili český jazyk.

Celý výzkum ukázal, že učitelé reagovali jak na rušivé, tak i nerušivé nespolupracujícího chování. I když učitelé používali český i anglický jazyk při eliminaci tohoto chování, český jazyk převládal. Učitelé nicméně nereagovali na všechny výskyty kázeňských problémů, jelikož učitel není obvykle schopen řešit všechny kázeňské problémy najednou a cíl cizojazyčné výuky by neměl být založen pouze na učitelových dovednostech vypořádat se s nespolupracujícím chováním ve třídě.

Získané výsledky z pozorování a rozhovoru však není možné zobecňovat, jelikož někteří učitelé uvedli, že jejich reakce na nespolupracující chování a volbu jazyka volí zejména s ohledem na specifika dané třídy a individualitu studentů. Z toho důvodu by se výsledky mohly lišit, pokud by byla studie provedena opakovaně.

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## **APPENDICES**

List of Appendices:

Appendix 1: Empty observation sheet

Appendix 2: Completed observation sheets – CASE 1, CASE 2, CASE 3

Appendix 3: Interview agenda

**Appendix 1 Empty observation sheet**

OBSERVATION SHEET no. ....

Observed teacher: CASE .....

Class: .....

Date: .....

Discipline Problem	Type of uncooper. behaviour (disruptive / non-disruptive)	Teacher's strategy to eliminate misbehaviour	Teacher's language used for eliminating a discipline problem	Teacher's words in the language

## Appendix 2 Completed observation sheets (CASE 1, CASE 2, CASE 3)

OBSERVATION SHEET no. 11.....

Observed teacher: CASE 1.....

Class: S.A.....

Date: 8.2.....

Discipline Problem	Type of uncooper. behaviour (disruptive / non-disruptive)	Teacher's strategy to eliminate misbehaviour	Teacher's language used for eliminating a discipline problem	Teacher's words in the language
not getting on with the learning activity	non-disruptive	<ul style="list-style-type: none"> <li>• explanation of the problem to the learner</li> <li>• asking the learner about the problem</li> </ul>	-> CZ -> ENG	"Vždyť máš, ke máš detail, evidentně učebnic, ne?" "Why don't you cooperate?"
chattering	non-disruptive	<ul style="list-style-type: none"> <li>• dramatic pause</li> </ul>	X	X
lying on the desk	non-disruptive	<ul style="list-style-type: none"> <li>• ignoring</li> </ul>	X	X
daydreaming	-   -	<ul style="list-style-type: none"> <li>• ignoring</li> </ul>	X	X
out-of-seat behaviour	-   -	<ul style="list-style-type: none"> <li>• dramatic pause</li> <li>• asking the learner about the problem</li> </ul>	CZ	"Můžeš mi říct, proč nešděláš na místě?!"
not getting on with the activity <sup>(*)</sup>	-   -	command	ENG	"Turn around!"
chattering	-   -	hushing sound (ššš)	X	X
playing with a tool	-   -	calling on the learner by their name	X	X

(\*) the learner was turned to the back of the classroom

Discipline Problem	Type of uncooper. behaviour (disruptive / non-disruptive)	Teacher's strategy to eliminate misbehaviour	Teacher's language used for eliminating a discipline problem	Teacher's words in the language
<i>lying on the desk</i>	<i>non-disruptive</i>	<i>ignoring</i>	<i>x</i>	<i>x</i>
<i>loud talking without permission</i>	<i>disruptive</i>	<i>ignoring</i>	<i>x</i>	<i>x</i>

OBSERVATION SHEET n. <sup>4</sup>.....Observed teacher: CASE <sup>2</sup>.....Class: <sup>7.A</sup>..... Date: <sup>1.2.</sup>.....

Discipline Problem	Type of uncooper. behaviour (disruptive / non-disruptive)	Teacher's strategy to eliminate misbehaviour	Teacher's language used for eliminating a discipline problem	Teacher's words in the language
calling out	disruptive	ignoring	X	X
interrupting the teacher	disruptive	ignoring	X	X
loud talking without permission	disruptive	ignoring	X	X
arguing with a classmate	-  -	-  -	X	X
clowning	disruptive	reprimand	CZ	"kluci přestaňte betnout!"
loud talking without permission	disruptive	reprimand	CZ	"kluci tadyte ně potichu!"
chatting	non-disruptive	• gesture • reprimand	CZ	"No tak, ... nře, že máte být potichu!"
loud talking without permission	disruptive	reprimand	CZ	"Marku přestaň mluvit!"



Discipline Problem	Type of uncooper. behaviour (disruptive / non-disruptive)	Teacher's strategy to eliminate misbehaviour	Teacher's language used for eliminating a discipline problem	Teacher's words in the language
interrupting the teacher	disruptive	ignoring	X	X
impertinence	-   -	reprimand	CZ	"Taky žesli toho nenechá'te budeme dělat gramatiku!"
chatting	non-disruptive	proximity	X	X

OBSERVATION SHEET no. 12...Observed teacher: CASE 3.....Class: 6C.....Date: 7.2.....

Discipline Problem	Type of uncooper. behaviour (disruptive / non-disruptive)	Teacher's strategy to eliminate misbehaviour	Teacher's language used for eliminating a discipline problem	Teacher's words in the language
the learner is chewing a chewing gum	non-disruptive	<ul style="list-style-type: none"> <li>reprimand</li> <li>asking the learner about the problem</li> </ul>	ENG ENG	"Don't chew the gum." "Can you tell me why
chatting	-  -	reprimand	ENG	are you chewing a gum?" "you are talking instead of listening."
complaining	disruptive	commenting on a discipline problem	CZ	"Míchal, tak se tak nerozčiluj!"
playing with a tool	non-disruptive	command	CZ	"Márketo, ukliď sen časopis!"
day-dreaming	-  -	<ul style="list-style-type: none"> <li>calling on the learner by their name</li> <li>reprimand</li> </ul>	CZ	"Parle, dělalme cvičení 5."
clowning	disruptive	<ul style="list-style-type: none"> <li>raising the voice</li> <li>reprimand</li> </ul>	CZ	"Bndle se, když kdo bere chaos!"

## Appendix 3 – Interview

### Úvod

Dobrý den, jmenuji se Eliška Podaná a jsem studentkou navazujícího magisterského studijního oboru Učitelství anglického jazyka. Pomocí tohoto dotazníku realizuji praktickou část své diplomové práce, která se týká využívání anglického a mateřského jazyka při řešení problémů s disciplínou při hodinách anglického jazyka. Cílem výzkumu v této oblasti je zjistit, jaké typy nespolupracujícího chování se ve výuce nejčastěji vyskytují, jaké strategie učitelé anglického jazyka využívají k potlačení těchto problémů a jaký jazyk při tom využívají.

Chci se Vás proto zeptat na několik otázek, které se týkají dané problematiky. Cílem tohoto rozhovoru je zjistit Váš úhel pohledu na problematiku kázně, řešení nekázně ve třídě společně s využíváním dvou zmíněných jazyků. V diplomové práci nebudou uvedena jména účastníků.

### Otázky:

#### ČÁST 1

##### Intervence kázeňských problémů

1. Co považujete za **nespolupracující** chování žáků ve třídě?
2. Je podle Vás **nespolupracující chování** to samé jako **neukázněné chování**?
3. Co znamená **rušivé a nerušivé chování** žáka ve Vaší třídě?
4. Jaká **povaha kázeňských problémů** se ve vaší výuce vyskytuje častěji?  
Převládá ve Vašich hodinách spíše **rušivé** nebo **nerušivé** chování žáků?
5. Reagujete na kázeňské problémy, které se ve Vašich hodinách vyskytují?
6. Reagujete na všechny projevy nekázně?  
Pokud je odpověď “ne”, na čem závisí, jestli reagujete? Jste si vědom/a, toho že ignorujete některé kázeňské problémy úmyslně, popř. které?  
Pokud je odpověď “ano”, na které?
7. Které konkrétní kázeňské problémy nejčastěji pozorujete?
8. Jak reagujete na nespolupracující chování žáků ve třídě?

9. Liší se Vaše reakce na nespolupracující chování s ohledem na rušivé a nerušivé chování?

Pokud je odpověď “ano“, jak se liší Vaše reakce na tyto dva typy nespolupracujícího chování?

Pokud je odpověď “ne“, proč se Vaše reakce neliší?

## ČÁST 2

### Jazyk používaný ve výuce anglického jazyka

1. Jaký jazyk používáte v hodinách angličtiny častěji – český nebo anglický?
2. Na čem záleží Vaše volba jazyka v hodinách angličtiny?
3. Jste si toho vědom/a toho, kdy používáte anglický a český jazyk?
4. Jste si vědom/a, v jakém jazyce reagujete při řešení problémů s disciplínou?
5. Závisí Vaše volba jazyka na typu nespolupracujícího chování ve třídě?

Pokud ano, vysvětlete prosím, pro jaký typ nespolupracujícího chování (rušivé a nerušivé) volíte češtinu a pro jaký typ volíte angličtinu.

Pokud ne, vysvětlete prosím Váš důvod.

**Závěr:** Toto je z mé strany vše. Chtěl/a byste mi sdělit nějaké další informace týkající se dané problematiky? Pokud je to vše, děkuji Vám za Váš čas, který jste mi věnoval/a a ochotu odpovědět na mé otázky.