

University of Pardubice
Faculty of Humanities
Department of English and American Studies

Strategies and Techniques for Discipline Maintenance

Thesis

Author: Jana Bechová

Supervisor: doc. PhDr. Michaela Píšová, M.A., Ph.D.

2005

Univerzita Pardubice
Fakulta humanitních studií
Katedra anglistiky a amerikanistiky

Strategie a Techniky Určené k Udržování Kázně

Diplomová práce

Autor: Jana Bechová

Vedoucí: doc. PhDr. Michaela Píšová, M.A., Ph.D.

2005

ZADÁNÍ DIPLOMOVÉ PRÁCE

pro: Janu Bechovou

obor: Učitelství anglického jazyka pro základní školy

Název tématu: Strategies and Techniques for Discipline Maintenance

Zásady pro vypracování:

Diplomová práce bude zaměřena na problematiku kázně v procesech učení/vyučování anglického jazyka.

V teoretické části práce budou stanovena východiska pro vlastní výzkum, tj. definován pojem kázně, jeho dílčí aspekty a determinanty. Analyzovány budou typy nevhodného chování a reakce učitelů na toto chování, strategie pro získání a udržení kázně včetně metodiky práce s nimi. Dále budou diskutovány některé programy, které jsou teoretickou literaturou specificky doporučovány pro zajištění kázně.

Ve druhé části práce budou teoretické poznatky ověřovány v praxi. Cílem výzkumu, který bude využívat přímých i nepřímých metod (především pozorování, rozhovor), bude zjištění typů strategií a technik užívaných vyučujícími k zajištění kázně, jejich funkčnosti a efektivity.

Vedoucí diplomové práce:

Podpis:

Vedoucí katedry:

Podpis:

Datum zadání práce:

Prohlašuji:

Tuto práci jsem vypracoval/a samostatně. Veškeré literární prameny a informace, které jsem v práci využil/a, jsou uvedeny v seznamu použité literatury.

Byl/a jsem seznámen/a s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., autorský zákon, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle § 60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mne požadovat přiměřený příspěvek na úhradu nákladů, které na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně Univerzity Pardubice.

V Pardubicích dne 15. 02. 2005

Podpis:

Acknowledgements:

I would like to thank my supervisor, Mrs. Michaela Píšová, for her helpful guidance, support and improvement ideas which

Special thanks must be given to the schools Josefská and Hostýnská in Prague which allowed me to carry out my research and examine the topic of my thesis.

Abstract

The importance of dealing with discipline problems and the need of its maintenance during English lessons is becoming a very significant issue for many teachers in Czech schools. Strategies and techniques for discipline maintenance are dealt with in this paper. The theoretical part defines main notions connected with the topic of discipline. This part includes a summary of different approaches to the classroom discipline maintenance together with preventative strategies, factors of indiscipline, setting of norms and rules of behaviour but mainly focuses on dealing with uncooperative behaviour during English lessons. Another key subject discussed is the usage of praise and punishment. This paper stresses the importance of humanistic understanding of discipline with its maintenance.

The practical part deals with the results from the research focusing on strategies of classroom discipline maintenance. The effectiveness of used strategies, the immediateness of such strategies but also the threats and punishment tools for dealing with discipline problem is discussed in this part. The end of this part is devoted to the different type of communication with their influence on the learners' uncooperative behaviour during their English lessons. Tools used for this research were questionnaires and observations taken in two different schools at different times.

Souhrn

Otázka kázně a jejího udržování se stává velice významným aktuálním tématem pro mnoho vyučujících anglického jazyka na českých školách. Způsoby řešení kázeňských problémů žáků v zájmu udržení kázně se zabývá tato diplomová práce. Teoretická část definuje základní pojmy vztahující se k otázce kázně a jejího udržování. V této části je zahrnuto shrnutí různých přístupů k problematice udržování kázně, dále je zmíněna důležitost preventivních opatření, faktorů ovlivňujících chování žáků, stanovení pravidel a norem chování, a v neposlední řadě způsoby řešení kázeňských problémů včetně zmínění užití pochvaly a trestu. Důraz je kladen na humanistické pojetí kázně a jejího udržování.

Výzkum zaměřený na způsoby řešení nespolupracujícího chování v hodinách anglického jazyka na základních školách je náplní praktické části této práce. Diskutována je účinnost užitých strategií, efektivita strategií aplikovaných okamžitě po vzniku nevhodného chování v hodinách, ale i problematika užití hrozeb a trestů jako součást řešení nespolupracujícího chování v hodinách. Praktická část se také zabývá vlivem verbální a neverbální komunikace na nevhodné chování žáků se záměrem určení rozdílného vlivu na žáky chovající se nevhodným způsobem. K výzkumu byly použity nástroje pozorování a dotazník.

Table of contents

- 1. Introduction..... 1**

- 2. Theoretical part..... 3**
 - 2.1 Discipline and its meanings..... 3
 - 2.2 Understanding of a disciplined class..... 4
 - 2.3 Authority..... 4

- 3. Rules and norms of behaviour..... 6**
 - 3.1 Code of conduct..... 6
 - 3.2 Strategies for setting norms..... 6

- 4. Current approaches in reducing discipline problems in schools..... 8**
 - 4.1 Behavioural approach..... 8
 - 4.2 Social-cognitive approach..... 9
 - 4.3 Humanistic Approach..... 9

- 5. Factors of indiscipline..... 10**
 - 5.1 Causes of discipline problems..... 11

- 6. Prevention..... 13**

- 7. Uncooperative behaviour..... 15**
 - 7.1 Non-disruptive..... 15
 - 7.2 Disruptive uncooperative behaviour..... 15

- 8. Modification of behaviour..... 16**
 - 8.1 Modifying uncooperative behaviour..... 16
 - 8.1.1 Assessing modification..... 16
 - 8.1.2 Behaviour agreement..... 17
 - 8.1.3 Positive reinforcement from behaviourists' point of view..... 17
 - 8.1.4 Contemporary removal of positive reinforcement..... 18
 - 8.2 Humanistic means of reinforcement..... 19
 - 8.2.1 Praise..... 19
 - 8.2.2 Destructive positive reinforcer..... 20
 - 8.3 Punishment..... 20
 - 8.3.1 Method of natural consequence..... 21
 - 8.4 Concrete usage of punishment and praise..... 21
 - 8.4.1 Concrete types of using praise or punishment..... 23
 - 8.4.2 Destructive punishment..... 24
 - 8.5 Negative reinforcement..... 24

9. Dealing with uncooperative behaviour.....	25
9.1 Analysing uncooperative behaviour.....	26
9.1.1 Unfinished sentences.....	27
9.2 Understanding of uncooperative behaviour.....	27
9.3 Non-verbal communication when dealing with uncooperative behaviour.....	28
9.3.1 Eye contact.....	28
9.3.2 Proximity.....	28
9.3.3 Using gestures.....	29
9.3.4 Nonverbal signals by movements and poised.....	29
9.3.5 Touching.....	29
9.4 Verbal communication.....	30
9.4.1 Speech.....	30
9.4.2 Dialogue and discussion as a solution of uncooperative behaviour.....	30
9.4.3 Reasserting the norms.....	31
9.4.4 Negotiation as a solution of off-task behaviour.....	31
9.5 Verbal and nonverbal communication combined.....	32
9.6 Practical strategies for discipline maintenance.....	32
9.7 Dealing with non-disruptive behaviour.....	34
9.8 Dealing with disruptive behaviour.....	34
9.8.1 Aggression.....	35
9.9 Repeated uncooperative behaviour.....	36
9.10 Lerner self discipline.....	36
10. Practical part.....	37
10.1 Schools and teachers involved in research.....	37
10.2 Aim of the research.....	37
10.3 Creating tools for the research, research methods.....	38
10.3.1 Tools for the research.....	38
10.3.2 Creation of an observation sheet.....	38
10.3.3 Creation of questionnaires for learners and teachers.....	39
10.3.4 Limitations of the research.....	40
10.4 Interpretations of the results and the evaluation of the hypothesis.....	40
11. Conclusion.....	64
12. Resumé.....	66
13. Bibliography	71
14. Appendix	74

1. Introduction

Discipline with its maintenance has become a serious and common issue for many language teachers in today's schools. The behaviour of the learners is sometimes assumed to be impossible to manage and must be dealt with repeatedly by some teachers. Managing learners to cooperate during the lessons can thus be a difficult task for which many strategies, suggestions and understanding may be needed. This paper focuses on the dealing with misbehaviour of learners during English lessons together with seeking for the best effective strategy or communication for reducing the uncooperative behaviour in the classrooms. Solving discipline problems is only dealt with within the classroom that suggests that many issues concerning the whole school have been omitted.

My own experience from teaching together with the awareness of other teachers' concerns about their learners' behaviour was the reason for deciding to write about the topic of indiscipline. Disciplinary problems that my colleague teachers experienced influenced the possibility of reaching the aims of their lessons previously set. Together with the misbehaviour of my learners resulted in the need of detailed understanding of the topic theoretically but also practically.

Literature, which was consulted and quoted in this paper, includes many Czech sources, which were all translated by me if not paraphrased. The reader should be therefore aware of these translations from the start, as they will not be marked throughout the text.

The purpose of this paper is to introduce the topic of discipline focusing on the techniques and strategies dealing with uncooperative behaviour. Dealing with uncooperative behaviour is first described in the theoretical part by mentioning the main connecting issues which are needed for a full understanding of discipline and its maintenance. The second part of this paper being the practical part tries to view the issue of classroom discipline maintenance based on the research attempting to prove the theoretical but also my hypotheses about effective dealing with learners' misbehaviour.

The first chapter of this paper defines the word discipline focusing on different understandings. The variety of the perception in individual teachers is also dealt with as it is crucial for further awareness of individual teachers with their perceptions. The following chapter emphasises the need of setting norms together with their constant adherence being extremely inevitable for gaining the disciplined class. School norms are not discussed here, as the main focus is limited to the lessons level. The third chapter summarises the main approaches in reducing discipline problems and stresses my perception of the humanistic approach being crucial when dealing with misbehaviour. The next chapter discusses the

factors of indiscipline in order to draw the readers' attention to the fact that misbehaviour is not only caused by the learners but that other factors are involved and should be considered. Factors of indiscipline are followed by analysing prevention with emphasising the important role of preventative strategies in deterring cases of indiscipline. The division of uncooperative behaviour that is dealt with in both parts is described in the chapter 6. The following chapter discovers the advantages and disadvantages of the behaviour modification; it mainly focuses on the disadvantages that are against the humanistic view and deals with praise and punishment based on the need for accepting individual differences, perception of praise and punishment by learners and the focus on the root of the misbehaviour problem. The last chapter tries to depict many possibilities in dealing with uncooperative behaviour. The need of analysing uncooperative behaviour, understanding the cause and the individuality of the learners involved is considered to be extremely important for me when dealing with misbehaviour. Both verbal and nonverbal communication is presented in great detail and their usage is analysed. Discipline maintenance strategies are described in this chapter; however, their effectiveness is not universal as both learners and teachers are unique individualities who perceive and view the world differently which is emphasised through the whole paper.

The practical part examines intervention strategies with their effectiveness on individual learners, usage of immediate interventions, punishment as a tool for dealing with misbehaviour but also the effectiveness of both verbal and nonverbal communication in the context of two different primary schools. The results of the research allow comparisons and conclusions useful for the awareness of differences in interventions.

The paper provides the readers with suggestions on dealing with common misbehaviour of learners; they are viewed from many perspectives and it will depend on every person to use the most acceptable and useful strategy which may bring more cooperation into his or her own teaching practice.

2. Theoretical part

2.1 Discipline and its meanings

The need of defining the term discipline is inevitable in order to be aware of differences between its perceptions by people. Definitions can vary but in most cases it words such as obeying or determination by rules appears. Definition defined by Bendl suggests that

discipline is a “conscious adherence of defined norms” (Bendl, 2001:p.70). This definition appears to focus on the need of setting norms and their requirements. “Discipline in pedagogy means something exterior, system of means, discipline measures, which are handed traditionally and used in practise” (Uher, 1924:p.10). He further explains his view on discipline in pedagogy as being “voluntary or forced inferiority of an individual to an authority, certain rules and norms freely chosen or exteriorly bestowed” (ibid., p:23).

This explanation of the term discipline is not, however, the only understanding of the word because the meaning can vary accordingly to the situation and person. Another definition of discipline is a “conscious and accurate fulfilling of set social role and tasks connected with the respect of an authority” (Průcha, Walterová, Mareš, 1995:p.96, 97). Nevertheless, in pedagogical context it can even suggest three interpretations, such as “being one of the main focus of education” which is supported by Masaryk as he compares discipline to a strict adherence of norms like in the Army (Masaryk, 1990:p.77). The other two interpretations are “a means of reaching other aims” or “as risky and not acceptable means, which ruin the spontaneous ness, creativity, and individuality of students” (Průcha, Walterová, Mareš, 1995:p.96, 97).

My view on defining discipline is related to the second understanding described by Mares being a means of reaching other aims in teaching and learning processes. The three different understandings concerning discipline are obviously presenting varying approaches to teaching as the first one appears not to be interested much with the freedom of learners opposite to the last one where learners are certainly given more freedom and are not forced to act in unnatural ways. The important issue which could be misunderstood is the word freedom which is meant to be “connected with responsibility and duties and therefore freedom cannot exist without discipline” (Bendl, 1998:p. 58). The term freedom in pedagogy comes from Rousseau and does not mean freedom without limitations but “freedom limited by certain norms” (Uher.1924.p:67). When talking about discipline one more crucial comment must be noted as Masaryk suggests: “a child must have trust to obey” (Masaryk, 1990:p. 77). Children should have a positive relationship towards their teachers as without trust, norms can fail as they might not be respected by learners or accepted as a forced need.

2.2 Understanding of a disciplined class

Every teacher is unique which means that teachers have different opinions on discipline in schools based on individual perceptions of the concept of discipline. The subjective perception of disciplined learners may also develop during teachers’ teaching

practice, especially with starting out teachers who might not have a clear idea how they want the learners to behave.

Bennet and Carré describe this uncertainty together with the illustration of a development of the perception of beginning teachers on an example dealing with the amount of learners' talk during lessons:

“A high proportion (46 percent) believed that children talk should not be dismissed; 54 percent pre-course suggested that talk is one of the most important aspects of learning and should be valued highly; however, post course only 16 percent specifically stated this to be so. This marked drop is not significant in terms of believing in the value of talk in general, but may demonstrate the feeling that the planned content of the lesson must also remain important”

(Bennet, Carré, 1993:p.81).

An adequate summary of what a disciplined class means is a class in which learners behave according to the teacher's requirements and expectations (Fontana, 1997:p.337).

2.3 Authority

Authority is “the power to enforce laws, exact obedience, command, determine, or judge or one that is invested with this power” (<http://www.thefreedictionary.com/authority>).

Authority is thus important for teachers because it can help them to deal with discipline issues in schools. The division of authority will not be discussed here as it is not the main aim of this work; however, the readers should be aware that authority can influence solving discipline problems in schools.

Masaryk expressed his view on authority of teachers:

“Teacher is an authority in every sense, such as king or monarch in a state, such as captain on a ship; authority is even greater because of the difference in age. Teacher does not even know how great authority on children he has and few teachers remark how students change their emotions, how they observe the teacher from the beginning and how the intimate relationship develops”

(Masaryk, 1990:p.63)

Some authors express a concern when dealing with authority. Rogers' fear of authority is that it can alter learners' behaviour and disable communication (Vališová, 1999:p.17). Nevertheless, authority should not be considered to be a hindrance but a natural part of the teacher/learner relationship.

Having and using authority in schools is used as a method of obtaining the goals of a teacher, as Vališová comments that “children are brought into society where freedom and authority are not opposites” (ibid., p.20) .

3. Rules and norms of behaviour

Rules are very significant to learners as “children derive security from knowing where their boundaries are” (Dobson, 1977:p. 41). Rules and norms of behaviour are definitely important as every learner and teacher must know what they are allowed to do in order to be able to work together while concentrating on reaching the desirable aim of cooperation during teaching/learning processes. Although the broad context of school rules will undoubtedly affect the classroom and its rules, the focus of my work is to focus on the localised environment of the classroom and its own unique rules.

3.1 Code of conduct

Agreeing on a “code of conduct” seems to be crucial for further dealing with discipline problems (Harmer, 1991:p. 249). “This code involves the teacher and students in forms of behaviour in the classroom” (ibid.). The importance of teacher to be part of the code of conduct appears to be extremely significant because learners may understand this as a partnership rather than control. Rules that are mentioned in the code of conduct help the teacher and learners to be aware of behaviour that is not acceptable by both the learners and the teacher.

3.2 Strategies for setting norms

The first obvious issue while dealing with rules is who sets the rules. It can obviously be performed in different ways as the teacher can set them himself or herself, the learners can set them or learners and teachers can set them together, which is generally accepted to be a good compromise and may start a good beginning of cooperation without further discipline problems. Perceiving learners as partners and accepting their individualities may require supporting the idea of setting the norms together with the teacher. Some teachers and authors might, however, prefer to set the norms themselves as Bendl when perceiving discipline as “conscious abidance by school rules and rules set by teachers” (Bendl, 1998:p. 10). Nevertheless, rules which are decided on with the learners might be more effective considering the learners’ involvement in creation of the rules.

Another issue connected with norms is the time factor of the act of setting norms. Norms should be set at the beginning of the school year for the following reasons, which are

that learners should know what they are expected to do from the beginning of the school year as they need time to get used to them and put them into practice (Cangelosi, 1988:p.119).

Setting rules has four aims as Cangelosi explains: 1) Maximising cooperative behaviour and minimising un-cooperative behaviour, 2) providing safety and comfort of studying environment, 3) prohibiting disruption of other classes and people outside the classroom, 4) maintaining fair terms among the students and employees of the school (ibid., p.116).

Rules that should be obeyed in classrooms are more likely to function when following points are obeyed:

- 1) Rules are explained
- 2) Rules must be sensible
- 3) Rules must be clearly formulated
- 4) Rules must have a positively formulated
- 5) The amount of rules should not be high
- 6) Rules should be well known
- 7) Students should be involved in formulating rules (as suggested above)
- 8) Rules should be reminded to students before they learn them

(Langová, Vacínová. 1994: p.47-48)

When rules are set, the next step is to make learners follow the rules as they might not behave upon them automatically from the start because they do need time to adjust to the new rules. Learners should “know the rules, be able to use them but also be willing to act upon them” (Cangelosi, 1994:p.128), which does not have to be an easy task for both the teacher and the learners. The willingness of learners acting upon the agreed rules is supported by Výborný who stresses the need of learners behaving upon the norms and perceives such behaviour being a gain for them (Výborný, 1958: p.51). This cannot be obtained by permanent preaching but should be based on “children’s’ interest in a conscious change” (ibid., p.53). The need of a natural process rather than dictated rules being constantly strictly applied seems to be way how to create a class of learners with an inner respect of rules of behaviour.

The most crucial rule for the usage of norms in classroom is the consistency of their usage (Petty, 1996:p.82). A lack of consistent application of norms leads the learner into a state of complacency where the teacher relaxes the norms and rules attached with them. This

could ultimately lead to a state of confusion between the learners and teacher and a breakdown of the relationship between the two.

4. Current approaches in reducing discipline problems in schools

Different approaches to dealing with discipline problems in schools occur based on various beliefs, preferences, interests in accepting the whole person but also scientific understanding of the standard behaviours and patterns of learners. The three main approaches, which are utilised, will be presented together whilst stressing the approach, which is the most beneficial and accepted by me for this paper.

4.1 Behavioural approach

Behaviourism understands the world to be the “basis of reality where people are shaped by the environmental influences” (Sadker.p:423). Behavioural approach is based on behavioural psychology which came with the conclusion that “behaviour, which is followed by rewards, the probability of re-occurrence of such behaviour is much higher than in behaviour without rewards” (Cangelosi, 1994:p.52). Thus “learning is a physiological response to stimuli; it is best induced through positive encouragement for correct behaviour” (Sadker, 1991:p.423) and therefore usage of positive stimuli is absolutely inevitable for teaching. Punishment or negative stimuli which follow certain action decrease the possibility of further occurrence of that behaviour (Cangelosi, 1994:p. 51).

The critics of behavioural method claim that “that approach does not focus on the origin of or cause of behaviour and that rewarding students for good behaviour is like bribing” (Langová, Vacínová, 1994: p. 50).

There were methods based on the behavioural approach such as the Canter’s method which further information can be obtained from Cangelosi in the book “Classroom Management Strategies”.

4.2 Social-cognitive approach

“The SCT (Social Cognitive Theory) defines human behaviour as a triadic, dynamic, and reciprocal interaction of personal factors, behaviour, and the environment” (http://www.med.usf.edu/~kmbrown/Social_Cognitive_Theory_Overview.htm). According to this theory, an individual's behaviour is “uniquely determined by each of these three factors” (ibid.).

This approach, although in some ways supports the behaviourists’ theories such as the learner will react accordingly based on certain criteria and behavioural patterns already

established, the main emphasis is on the individuality of a learner and their internal thinking and belief system. “It is through an understanding of the processes involved in one's construction of reality that enables human behaviour to be understood, predicted, and changed” (ibid.).

4.3 Humanistic Approach

Humanistic approach is based on the ideas from humanism accepting the human personality to be unique and promotes the need of understanding others as a whole person (Čáp, Mareš, 2001:p.134). “It is based on human relationships: humanising the relationship reflects the quality of kindness, mercy, empathy, consideration, tenderness, love, concern, cooperation, responsiveness and friendship” (Johnson, 1979:p.40). The main objectives of the humanistic approach are to respect the learners’ opinions and emotions, encourage and suggest alternatives. This approach is strongly supported by me because I consider respecting and understanding the learners to be crucial when dealing with discipline problems.

Other methods such as Kounin’s, Jones’, Ginnott’s, Glasser’s and Dreikurs’ have been developed and based upon the ideology and approaches of the above methods. However, as these are not relevant to my paper, they are not included in further detail. You can find more information about them in Cangelosi, “Classroom Management Strategies” or other books dealing with discipline problems.

5. Factors of indiscipline

The necessity of being aware of the factors of indiscipline is crucial for both prevention and dealing with misbehaviour. The awareness of the factors of indiscipline might not be necessary if accepting behavioural approach; however, as this diploma paper stresses the humanistic approach, the importance of the knowledge of the factors of misbehaviour of learners appears to be clear.

Factors, which influence behaviour of learners in schools, can be divided into two main groups. They are:

- 1) Individual psychological factors (born or acquired psychic personal attribution level of talent, health state, intellectual, emotional and social maturity etc.
- 2) Sociological factors (influence of society, environment, family, school, social group etc.

(Rotterová, 1973: p.138)

Knowledge of biological factors is very crucial because it can allow teachers to be aware of some discipline problems during their teaching considering that “children are not responsible for some of their behaviour because it is deeply based in their biological base” (Bendl, 1998:p.111). It is generally known that many learners with Specific Learning Deficiency (SLD) had suffered from being misunderstood to be not behaving well without realising the difference in learning abilities. Teachers should be able to take into account the influence of environment and the models of behaviour, which the learners are in contact with (Bendl, 1998:p.166). Children learn how to behave by observing their parents, adults and other children. It is generally well known that the influence of a family plays a very important role in children’s development. Parents give examples which children try to follow (Výborný, 1956: p.66) and are led by them. Parents might demand different norms of behaviour, can tolerate behaviour which would not be tolerated outside the family. Accepting that the environmental influences upon children, where they live and that they have different models of behaviour suggests that teachers’ understandings of these factors can explain the differences in behaviour among learners and can be a starting point for the awareness of individualities of learners. The environment in which learners live might teach children that “gaining the attention of adults is possible through misbehaviour” and it “makes children feel important as it raises their confidence” (Fontana, 1997:p.340). Children who do not have a chance to be spotted and rewarded for their excellent results can be, as suggested, easily and immediately recognised and dealt with if misbehaving. The lack of attention, which teachers

might show to some learners, might, therefore, motivate them to draw their attention by behaving in a way to which they would have to intervene in the classroom or after the lesson.

Learners who have a new teacher tend to test him or her and behave extremely inappropriately (Petty, 1996:p.90). The example of such happening is illustrated by a recommendation of a principle to the new teacher:

“When you get in that classroom, son, just remember that those kids are going to check you out. They’ll test you, find out what you’ll let them get away with, and generally keep you busy with questions about dos and don’ts until they’ve decided what kind of teacher you’ re gonna be”.

(Johnson, 1979:p. 385)

It appears inevitable that the teacher must be aware of such behaviour and try to solve it confidently in order the learners to understand that uncooperative behaviour will not be tolerated in following lessons.

5.1 Causes of discipline problems

Three possible reasons, which can cause discipline problems in schools, are: “The teacher, the students and the institution” (Harmer, 1991: p.249)

Harmer views the teacher to be the “single most important factor in a classroom who can have a major effect on discipline” (ibid.). Accepting Harmer’s point of view on the most important factor of discipline in classrooms does certainly not mean that causes of indiscipline are adherent to teachers only but that certain steps, if followed might prevent discipline problems. He suggests that teachers can trigger off-task behaviour if they are “unprepared, inconsistent, use threats, raise their voice, giving boring classes, being unfair, having negative attitude to learning or breaking the code of conduct” (Harmer, 1991:p.250). Raising voice would probably not cause discipline problems if not exaggerated but only used for example for focusing. Nevertheless, using loud voice similar to shouting during lesson in order to control might just bring “general rising of the level of noise in the classroom” (Harmer, 1991:p.250). Other factors, which can influence possible uncooperative behaviour, which was not mentioned by Harmer, is the exaggeration of norms, demands and perception of every wrong doing as an attack of the teacher (Fontana, 1997:p.338). Supposing that teacher sets target extremely high for every learner might have the effect of the impossibility of fulfilment of these requirements which seems that it can lead to behaviour which would not be appreciated by the teacher. Learners who would not be able to meet the requirements might not even want to participate as the result of their work would not be substantial and therefore appreciated. This idea is greatly supported by Petty who mentions that inappropriate work is the one of the

main reasons for learners' behavioural problems during lessons (Petty. 1996:p.90). Differentiation of learners' work according to their abilities might therefore appear to have a preventing strength for uncooperative behaviour during lessons.

The reasons for a teacher causing off-task behaviour described by Harmer omits the importance of teachers being or acting in an unusual way as Fontana explains: "unusual vocalising, clothing or gestures of the teacher can extremely irritate or entertain children who must sit and perceive them and can lead to undesired behaviour of the class" (Fontana, 1997:p.350).

The second factor, which causes indiscipline, is the learners as described earlier. Institution as the last factor influencing discipline in schools plays a very supporting role if "there is a recognised system for dealing with problem classes and learners" (Harmer, 1991:p.251). Institutional influence on misbehaviour of learners will not be discussed in this paper in details as the main stress is on the learners and the teachers.

Factors, which influence discipline in classrooms described by Penny Ur, are: "classroom management, methodology, interpersonal relationships, lesson planning and learner motivation" (Ur, 1996:p.262). Planning is one of the main factors that cause uncooperative behaviour as unprepared lessons cause boredom and chaos that results in the lack of interest of learners.

6. Prevention

The best method of prevention is planning, understanding learners' personality and potential misbehaviours will allow the teacher to plan and prevent these behaviours from occurring as Kyriacou points out "Prevention is better than healing" (Kyriacou, 1996:p.103). This quotation is a good lesson to learn in all aspects of life, it is far better to prevent problems from occurring with planning, preparation and analysis then attempting to constantly fix problems. Discipline problems during learning would also not become serious if teachers paid more attention to prevention. Preventing discipline problems should not just mean a blank phrase but become the most important part in teachers' plans for having disciplined classes. The main strategies that should be used by teachers in preventing uncooperative behaviour are:

- 1) Observing all learners in the classroom
- 2) Walking through the whole classroom
- 3) Using eye contact
- 4) Aiming questions
- 5) Using proximity
- 6) Helping learners with their work
- 7) Changing speed of activity or activity itself
- 8) Noticing undesirable behaviour
- 9) Noticing disrespect
- 10) Reseating learners

(Kyriacou, 1996:p.103-104)

Three main preventative strategies suggested by Penny Ur are: "careful planning, clear instructions and keeping in touch with the learners (Ur, 1996:p.265). Keeping in touch is a common theme appearing also in Kounin's method where teachers should be able to know what happens in the classroom at all times. The importance of the awareness of all happenings in the classroom is also supported by David Fontana (Fontana, 1997:p.352). Penny Ur did not specify planning and clear instructing but focused more on the pace of the lesson, help for the learners and aiming of questions. Kyriacou and Ur share other ideas in regards to prevention as they both wish to deal with the awareness of the happening in the classroom as the key preventative method.

The importance of the need of proper planning of lessons seems clear. Planning certainly does influence the behaviour of learners in classroom as Ur suggests:

"When a lesson is clearly planned and organised there is likely to be a constant momentum and a feeling of purpose, which keep students' attention on the task in hand and does not allow the formation of a 'vacuum' which may be filled by distracting or counterproductive activity" (Ur, 1996:p.265).

Nevertheless, even if the teacher prepares for the lesson, learners might not appreciate the activities chosen by the teacher and could find the lesson uninteresting. “Captivation of the class” for certain work is recommended by Fontana in order to prevent the occurrence of uncooperative behaviour (Fontana, 1997:p.349). Further analysis of learners’ motivations is required for the captivation of the learners’ attention.

Confidence and delivery of the plans put in place by the teacher are almost as important as the plan itself. Confidence is the key because it will help the teacher achieve goals in the most effective way. Fontana says “as teacher always gets what he expects”, in the classroom this can be achieved in a number of ways, with positive or negative outcomes (ibid., p.252). It might seem a naïve idea; however, people may make a different impression on people if they perceive themselves being confident other than being uncertain.

“Teachers who would also use humour during lessons, even humour against themselves, would also develop the idea of the importance of knowing and exploiting own qualities. Teachers who are able to smile with others show the sign of certainty and realistic consciousness of own value” (ibid., p.350).

Using humour during English lessons might not prevent uncooperative behaviour but would bring a more personal relationship between the teacher and the learners together with a relaxed atmosphere.

All the strategies should be supported by teachers showing the learners that they have positive feelings towards them and want to help them in order for the learners to be successful in learning (ibid., p.353). However, teachers should not try to be in too personal relationships with learners in order to “avoid the impression of indulgence” (ibid., p.350).

7. Uncooperative behaviour

7.1 Non-disruptive

Uncooperative behaviour is divided into non-disruptive and disruptive uncooperative behaviour. Non-disruptive behaviour is an uncooperative behaviour which “does not interfere with the learning activities of the class as a whole” and does not encourage or cause other learners’ off-task behaviour (Cangelosi, 1988:p.232). Even though non-disruptive behaviour does not disturb other learners in the class it negatively affects the learners as they do not meet the aims of lessons due to the lack of cooperation and are usually behind the other learners in studying which can later cause disruption as learners cannot take part in lessons (ibid., p.230).

Some non-disruptive behaviour listed by Cangelosi are daydreaming, mind-wandering, learners refusing to participate, learners not doing homework, learners not bringing learning aids, learners being under the influence of drugs, late arrivals at schools and truancy, cheating during tests (ibid., p.230-251)

7.2 Disruptive uncooperative behaviour

Disruptive uncooperative behaviour is a behaviour that encourages or causes other learners to be off-task (Cangelosi, 1988:p.8). Cangelosi mentions major disruptive behaviour being talking, interrupting the teacher, clowning, general rudeness, learners do not clean after themselves, vandalism, aggressive behaviour towards other learners and aggressive behaviour towards teacher’s (ibid., p.257-270). The division of behaviour into disruptive and non-disruptive might also characterise one misbehaviour being both disruptive and non-disruptive; playing with objects may be disruptive if the object is played with by making noises or moving within the classroom but also non-disruptive e.g. playing with a pen. Accepting the idea of differences among the learners and teachers, different level of disruption of the same misbehaviour can occur.

8. Modification of behaviour

“A student’s conduct is thought of as a complex set of responses that have been conditioned by his or her environment” (Cangelosi, 1988:p.33). The behaviourists’ view on behaviour is that it is something that can be altered without consequence. Therefore they strive to manipulate a learners’ environment, attempting to increase the chances of desired behaviours being rewarded and undesirable behaviours going un-rewarded, the behaviour of a learner can be modified (ibid.). Criticism that deals with practical usage of modification arises from three major problems. These three concerns are: the inexistence of desired behaviour which could be encouraged in order to get rid of the undesired behaviour, the impossibility of ignoring certain undesired behaviour and manipulation from the people with authority (Fontana, 1997: p.344-345).

8.1 Modifying uncooperative behaviour

Behaviourists believe that the reason why uncooperative behaviour should be modified is to harness it into cooperative behaviour and therefore a more desired result for both the teacher and the learners. The influence of such a modification can be successful if “the rules are applied consistently and the rule’s influence is taken into account while choosing activities and contacts with students” (Cangelosi, 1994: p. 214).

Before modification of behaviour teachers should know which behaviour they want to extinguish exactly so that they are able to be concentrate on certain behaviours in great detail and understand what they do not appreciate of the behaviour (Fontana, 1997:p. 339). Further steps would be to record the teacher’s responses to certain uncooperative behaviour and create a list that would help with the awareness of all acts of the uncooperative behaviour and teacher’s response to it (ibid. p. 340). To encourage, the next step would be the creation of a list of behaviours which together with the mentioning of the teacher’s reactions when such behaviour occurs.

8.1.1 Assessing modification

The most beneficial method, which is the one, I believe in strongly when teaching English would be the humanistic approach avoiding manipulation of the learners based on rewards or punishments, the modification of behaviour can still be used but is far less beneficial. People who believe in the behavioural modification method only describe the undesired behaviour without finding the root of the problem. (Martin, Pear,1992: p. 25). Behaviour only described and acted upon cannot be sufficient as a more complex view of

behavioural problems is necessary for further and more relevant intervention. Dealing with uncooperative behaviour by using praise and punishment described in this work understands the individuality and complexity of learners together with the focus on the root of uncooperative behaviour being crucial and not possibly omitted from any solution.

8.1.2 Behaviour agreement

Teacher together with learners agree on appropriate behaviour during lessons but also on rewards that learners will obtain if their behaviour will be in agreement with the desired behaviour (Fontana, 1997: p. 346). Nevertheless, if learners do not behave according to such an agreement they lose the rewards (ibid.). This agreement is certainly based on the behavioural theory, as learners are obliged to change their behaviour if they wish to receive any rewards. Therefore they should act in accordance to the rules set in order to encourage the good behaviour desired. The problems with usage of such agreements can arise when children stop receiving rewards but also when children who behave well all the time are not given rewards at all (ibid. p: 347). Teachers would therefore probably try to encourage any desired behaviour of learners who tend to break the agreement. Focussing on learners who sometimes behave inappropriately would probably not cause any perception of unfairness by other learners if rewards were not used. Well-behaved learners may understand their lack of reward unfair in comparison to more uncooperative learners who receive rewards for occasional good behaviour. Applications such extinction, shaping, modelling, satiation, generalisation, discrimination, fading and cuing are not relevant to this paper as they are dealing with the behaviourists' theory, which I disagree with, so I will not discuss them further, however, further information on them can be found in Cangelosi "Classroom Management Strategies" or Bellack, Heren "Behaviour Modification".

8.1.3 Positive reinforcement from behaviourists' point of view

"The most magnificent theory ever devised for the control of behaviour is called the Law of Reinforcement, formulated by E. L. Thorndike" (Dobson, 1977: p. 49). This theory states: "Behaviour which achieves desirable consequences will occur" (ibid. p.50). Positive reinforcement is "a stimulus presented after a response that increases the probability of that response being repeated in the future" (Cangelosi, 1988:p. 36). Using rewards and praise are used for the occurrence of a desired behaviour (Dobson. p: 51). Usage of rewards in schools should be lead by suggestions as Dobson explains: 1) Rewards must be granted immediately, 2) They do not have to be material in nature, 3) Any behaviour which is learned through

reinforcement can be eliminated if the reward is withheld long enough, 4) Parents and teachers are also vulnerable to reinforcement (ibid.).

8.1.4 Contemporary removal of positive reinforcement

While using behaviour modification sometimes off-task behaviour that cannot be ignored occurs and it is advised to be solved by using the strategy of removal of positive reinforcement (Fontana, P: 344). Using a well-known strategy of rejecting children from the classroom to a place behind the door of the classroom where “they would not be able to gain any encouragement in attention from the teacher or the students” is advised (Fontana, 1997: p. 344). This technique is probably still used in Czech schools and it appears to be a generally accepted technique. The problems with making children leave the classroom are “children do not study, can clown if the door is made out of glass and might leave the school” (ibid.). Special rooms are used at some schools for isolation of learners who do not behave well where learners go instead of standing outside the classroom (ibid.). Nevertheless, learners still miss parts of the lesson and therefore might not reach the aim of the lesson that certainly appears to be one of the priorities of a teacher’s achievement. Learners, who would stay in the special room with other learners from different classes, might just want to stay there in order to avoid presence on their lessons. On the other hand “students can think of the reason why they had to leave the classroom” which would allow them to be aware of their usually disruptive behaviour (Kyriacou, 1996:p.112). However, using these rooms would certainly solve the problem of learner disappearance from the school but might not solve the behaviour problem that occurred during the lesson and therefore using this strategy in great numbers would not seem to be the best solution.

8.2 Humanistic means of reinforcement

8.2.1 Praise

Accepting the humanistic view on praising, as encouragement appears to be more reasonable and adequate as it encourages learners and therefore motivates them to behave appropriately. “Praise not punishment lead to the aims” because every child needs encouraging which positively supports the good side of a person. (Masaryk,1990: p. 103). Praise should not be over used for rewarding everyday non-special duties that would be more associated with the behavioural theory but used more sparingly for encouraging instead of intentional routine modification (Výborný, 1956: p. 73). Clinton I. Chase believes that

encouraging us does not have the same effect on children and the individual non- mechanic approach while attempting to encourage learners is vital (Chase, 1974: p.5).

“Experienced teachers try to find good sides of every child so that they could praise the children. “And can even praise the effort during classes (Výborný. 1956. p: 77). Sometimes, children need encouragement when some of their skills might not be developed as greatly as others, they need to be encouraged and perceive that they are on the same level of development as others.

Praise can focus on “the activity itself” or it can focus on “the praising person, character” (Kohoutek, 1996: p. 44). When learners improve and try really hard to succeed, the usage of praise is very helpful. “Every opportunity should be taken to give encouragement to students who are making a real effort and not just to those who are being most successful” (Underwood, 1987: p. 40). Encouraging learners is definitely a support for them which seem to positively influence their results and behaviour, however; not every opportunity should be sought in order to encourage learners so to avoid the overuse of praise because “praise used too often loses it’s effectiveness” (Čáp.1987.p:301).

8.2.2 Destructive positive reinforcer from behaviourists’ point of view

“When a positive reinforcer for one behaviour has undesirable side effects on other behaviours, it is referred to as a destructive positive reinforcer” (Cangelosi, 1988:p.54).

This serves to highlight the complexity of each learner and the problems in dealing with reinforcers and the need of an awareness of possible side effects on other learners’ behaviour.

8.3 Punishment

“Educating is only possible with goodness and love but not punishment” (Masaryk,1990:p. 77). “Punishment is one of the motivational effects on a learner and it is a result of not sufficiently or completely fulfilling tasks given” (Průcha, Walterová, Mareš, 1995:p.234). According to these authors punishment has two functions. The first function is informative, which means that learners are being informed that their behaviour was not appropriate. The second function is called motivating and it is meant to enthrone a feeling of failure, dissatisfaction and frustration (ibid.). In some cases learners are also able to perceive negative relationship between the learner and the teacher as a result of punishment (ibid.). Kyriacou describes three purposes of punishing as; revenge, deterrence and correction (Kyriacou,1996: p. 110). The important fact which needs to be mentioned is the variability of the punishment’s effect on a learner (Čáp,1987: p.300). Teachers cannot suppose that the

same punishment will always bring one reaction of learners and that a punishment that always worked will always work and may not even bring any positive change in behaviour to some learners, in some cases it may even worsen their behaviour.

Punishment should be divided into intentionally set and natural consequence.

Before using punishment teachers should always try to use other strategies in order to deal with learner misbehaviour as “punishing should be deliberate and not often used” (Uher, 1924:p.192).

Desired criteria to be followed in order to help the teachers decrease the possibility of occurrence of uncooperative behaviour efficiently are:

- 1) Punishment should be adequate to the inappropriateness of behaviour
- 2) Criteria concerning punishing must be well known by both the teacher and the learners
- 3) Punishment should have an adequate form (For example written, psychic, ban)
- 4) Teachers should be able to think about possible reactions of learners to the punishment
(Průcha, Mareš, Walterová, 1995:p.234)

8.3.1 Method of natural consequence

Punishment which is a logical consequence of the undesired behaviour is preferred to be used instead of a punishment which does not have any connection with the behaviour of the learner (Čáp,1987: p.300). The advantage of using such a punishment leans on the focus on correction and the learner has an opportunity to understand the values and norms which he or she did not follow (ibid. p:301).

8.4 Concrete usage of punishment and praise

Rules that are advised to be followed while using punishments have been described by Kyriacou as:

- 1) Sparing usage of punishment
- 2) Punishment should follow uncooperative behaviour or when used later the reason must be reminded
- 3) The tone of speech should express dissatisfaction with the uncooperative behaviour
- 4) Punishment should be adequate to the uncooperative behaviour
- 5) Punishment must be fair and understood by the learners
- 6) Punishment should be in an agreement with the politics of school
- 7) Punishment should be unpleasant for the learners
(Kyriacou, 1996:.p. 114).

The fairness of punishment is crucial as suggested above which also means that only learners who misbehave should be punished and not the whole class (Petty, 1996: p. 102). Some teachers might have the tendency of punishing the whole class while expecting that the majority of learners who did not misbehave would force or persuade the misbehaving learner or learners not to repeat such actions. Nevertheless, the unfairness of such an intervention is apparent and a teacher who wants to have a good relationship with his or her learners must avoid such punishment as it would probably only bring dissatisfaction or hate.

While using praise or punishment the individuality of learners must be always taken into account together with the age of learners that seems to be absent in the criteria above, however, it is definitely as important as the other criteria (Výborný, 1956: p. 73). Every learner is unique and this uniqueness must be at least partly understood by teachers in order to avoid praising or punishing which would not bring any positive effect on the teaching/learning processes. Some children's parents who have problems with learning can be very disappointed by the results of their children that their parents seem to prefer punishment in order to solve the failure in schools but also teachers do not always understand individualities of children (Matějček, 1968: p. 51). He states that the main problem that arises in these situations is misunderstanding (ibid.). Individuality of children must be therefore used as a starting point for solving behavioural problems. Kohoutek gives an example of such an approach while stating that negative comments are preferred by teachers which results in "complicated defence reaction" whilst positive comments when it is supposed that the child would understand it and learn from it. (Kohoutek, 1986: p.42). The individuality of children plays a very important role and is extremely vital for a teacher to be aware of the differences among their learners.

Výborný suggested that older children think about praise and punishment more and therefore can be affected by them more due to the tendency of "comparing themselves to others" (Výborný, 1956: p. 74). This vulnerability is certainly very typical for children in puberty as it is well known that children in puberty are very sensitive and therefore can be affected by punishment more deeply than in other age groups. Teachers should be therefore very careful when they decide to punish learners as they can cause feeling of inferiority of learners who might understand themselves being worse than other learners and it can result in low self esteem. Following all criteria for giving punishment, all must be considered in order to help the learners to avoid uncooperative behaviour in the future.

"Avoiding the same praise or punishment" is necessary for the function of punishment and praise (Matějček, 1968: p. 60). The logic of this rule is obvious as children whose

behaviour would always be rewarded or punished by using exactly same rewards or punishment would not motivate children for further development.

The last rule while using punishment or praise is the consistent usage of both (Matějčíček, 1968: p. 63). Consistency in using praise or punishment is definitely unthinkably joined with the desired usage of them in schools or at homes. Teachers who would punish or praise one child and not punish or praise another for the same behaviour could result in confusion and disrespect of such praise or punishment. Applying praise or punishment is therefore similar to solving off-task behaviour with other strategies that should also be used consistently as described later.

Concrete types of using praise or punishment described by Matějčíček are: 1) Providing or denial of something nice, 2) Work as a punishment or praise, 3) Reward or humiliation, 4) Promises and threats 5) Deferred or immediate punishment and 6) Derision and abashment (ibid., p.75-76)

Promises and threats that teachers cannot carry out should not be used at all. An example can be given by a beginner teacher whose experience was: Learnt in a week, the importance that I don't make idle threats because the learners soon catch on, I've now started to stop making them, or as a teacher pointed out the learners will take me for a ride (Bennet, Carré, 1993:p.145). The necessity of realising that threats do not solve uncooperative behaviour but can even promote it is necessary from the start of school year. This does not mean that threats do not have any effect on any learner, but if a teacher decides to use threats, he or she must fulfil them, without any further action such as acts for solving problem behaviour would be only empty words. David Fontana suggests "teachers who adopt ways of threatening should ask themselves whether they want to have a relationship with children who would be based on attempts to threat and inevitably leading to mutual antipathy and loss of respect" (Fontana, 1997:p.337)

8.4.2 Destructive punishment

Punishment is destructive; if it has negative effects on learners other than discouraging them from performing uncooperative behaviour (Cangelosi, 1988:p.40) "After a punishment there should be two praises" Masaryk suggests (Masaryk, 1990:p.103). Punishment definitely always appears to bring negative understanding; nevertheless, it can also motivate learners to change their behaviour as discussed above.

8.5 Negative reinforcement

The last term used when dealing with punishment is the negative reinforcement. Negative reinforcement is “making the removal of punishment contingent upon a specified change in the behaviour of the individual being punished” (Cangelosi, 1988:p.41). As the word reinforcement suggests this view seems to be based on the behaviourist approach as it focuses on the external behaviour and its change only.

9. Dealing with uncooperative behaviour

Learners who do not cooperate during lessons certainly cannot reach the aim of lessons and interrupt other learners; this is why teachers should deal with uncooperative behaviour. Disciplined classes certainly is not something that is created a by itself as teachers have to consider differences among learners and their individuality in order to reach their desired aim of having a class without discipline problems (Bendl, 1998:p.9). “Creating a disciplined class costs a lot of work and thinking” (ibid.) and therefore supposing that all learners will behave well from the beginning of learner/teacher cooperation cannot be expected. While dealing with uncooperative behaviour of learners, teachers should adjust their interventions to the mental and physical state of learners (Uher, 1924:p.6). Key is having strategies based on individual learners; these strategies should be based on sufficient “knowledge of sociology, psychology and biology” which will bring a more desirable result (Bendl, 1998:p.218).

The concrete universal solutions of dealing with uncooperative behaviour will not be discussed in this work as every learner but also a class as a social group is different and should be dealt with a respect to the differences. This view reflects back to the humanistic together with the social-cognitive approach as mentioned earlier and ignores the behavioural approach of not seeking the causes and inner perceptions of the misbehaving learners.

Strategies which help teachers to deal with uncooperative behaviour seem to be only a helpful advice but not a guarantee for success and they must be adapt to the individual learners and thus “the first issue is to be aware what type of personality we are dealing with” (Kohoutek, 1996:p. 43).

Other consideration that should be respected is the influence of social groups on behaviour of individuals. One of the goals of teachers should be the effort to “get to know the groups, becoming aware of their interests, aims, norms and values and gain their cooperation” (Bendl, 1998:p.167). Pařízek supports this view by mentioning:

“Concrete solution always depends on the class, the role of the teachers in the class, the general style of work of the school and also the support the teacher’s colleagues (Pařízek, 1990, p:21).

Learners in the classroom are part of a social group in which they all have work and find their roles within the group. The importance of knowing the classes is certainly inevitable for teachers as in every social group “special social rules are applied which influences the relationships within the group” (Uher, 1924:p.176).

9.1 Analysing uncooperative behaviour

Analysing uncooperative behaviour relies on “constructive, flexible and creative consideration of factors which affects the social behaviour of learners in classroom and leads to its understanding” (Langová, Vacínová, 1994:p.67). Teachers who tend to think why certain behaviour appears and how it can be influenced might discover the causes of certain behaviour and are therefore able to deal with it due to the awareness of the reasons. Finding the causes of discipline problems may, however, be very uneasy but as Petty suggests “finding the gist of the matter” is very important for dealing with uncooperative behaviour (Petty, 1996:p.88). Kalhous and Obst support the need of analysing the situation but stress the importance of the need of comprehensive understating of the situation by trying to view the situation from the learner’s perspective (Kalhous, Obst, 1998:p.144, 145)

The reasons of learner’s uncooperative behaviour can be only deduced by the teacher from the discovery from a dialogue with the learner or also searching for further information from colleagues or the parents of the learner.

Teachers should be guided by the following phases while analysing uncooperative behaviour:

- a) Finding what makes them uneasy about the behaviour and trying to analyse the frequency and intensity
- b) Focusing on the school environment which can lead to the uncooperative behaviour
- c) Taking into consideration the learner’s view
- d) Discovering how the learner perceives himself or herself and what he or she wants to present by performing certain uncooperative behaviour
- e) Understanding what other learners expect from the misbehaving learner
- f) Knowing family background

(Vacínová, Langová, 1994: p. 67-68)

Teachers who would analyse learner’s or learners’ uncooperative behaviour might not still not be able to solve the problem immediately but would be at least able to understand the individuality of learners more and consider it in their teaching practice. Analysing situations of repeated uncooperative behaviour would prove useful and could help the teacher to take actions in order to stop learner or learners to behave in such away. Teacher’s could also ask other colleagues to observe his or her lesson in order to record the uncooperative behaviour, teacher’s intervention together with the frequency and intensity of the behaviour which would allow the teacher to view the situation more objectively from another point of view. Help

from other colleagues appears necessary to help, in the case that the teacher would not be able to find out any similarities or connection in occurrence of certain behaviour.

9.1.1 Unfinished sentences

The analyses of uncooperative behaviour can be exposed by the usage of unfinished sentences (Rotterová, 1973:p.131). These sentences can include beginning such as “During English lessons I..., I am usually reprimanded because..., etc. and can allow the teacher to become aware of the causes of the learners’ uncooperative behaviour during English lessons” (ibid).

9.2 Understanding of uncooperative behaviour based on other involved participants

Situations in which learners do not participate are preferably explained not only by teachers but also by “other involved people such as learners and their interpretation should be accepted as equal” (Langová, Vacínová, 1994:p.71). The reason for listening to learners or other teachers is based on the idea that “every event in life is open to various interpretations of people involved” (ibid.). Listening to the other learners in the class can certainly lead the teacher down the road of choosing a more appropriate strategy in dealing with the uncooperative learner or learners. This added complexity of understanding will certainly help prevent future events of the same nature. Accepting limited abilities of perception by teachers seems to focus on the need of cooperation between teachers with his or her learners but also cooperation with colleagues and parents.

9.3 Non-verbal communication when dealing with uncooperative behaviour

Communication in a classroom does not only have to consist of verbal but also on the non-verbal communication that can send signals even quicker without disturbing other learners or stopping the class. Some authors might divide communication into verbal, nonverbal but also communication by action but I will use the division by Mareš and Křivohlavý who only divide communication into verbal and nonverbal (Mareš, Křivohlavý, 1989:p.105).

At the beginning of teaching a new English class it is advised to train the learners to react to certain non-verbal signals (Davies, Pearse, 2000:p.123). It is similar to rules of behaviour as the teacher and learners must know the meaning offset rules and should be allowed to learn them. Teachers may also use nonverbal communication unintentionally and

the effects of reducing the uncooperative behaviour of the learners might be a result of a natural part of communication.

9.3.1 Eye contact

The importance of the usage of the eye contact is inevitable in everyday communication and obviously it is also implied in schools as a natural part of communication. Eye contact can thus also inform learners of the inappropriateness of their uncooperative behaviour (Mareš, Křivohlavý, 1989:p.105).

The length of the eye contact is important as Mullerová suggests that a short amount of eye contact with learners might result in the learner not noticing teacher's signal and therefore the usage of eye contact might not bring the desired effect (Mullerová, 2002:p.55). Using eye contact, the learners who do not cooperate can be thus informed and also asked to stop by only being looked at providing minimum effort from the teacher along with minimum disruption to the class as a whole who can continue the English lesson.

9.3.2 Proximity

Another important part of nonverbal communication that can deal with uncooperative behaviour is the usage of proximity. Proximity deals with the distance between people who communicate together using vertical distance (Mareš, Křivohlavý, 1989:p.111-112). Teachers who get closer to learners can cause a feeling of discomfort and endangerment and should be therefore aware of the intimate zone of learners being violated (Mullerová, 2002:p.56). Usage of accession can influence learners as teachers would go closer to them sending signals that their behaviour is inappropriate. Schneiderová explains: "people are more persuasive if they go closer to the people they communicate with" (Schneiderová, 2003:p.42). A teacher who would combine verbal communication together with accession when dealing with uncooperative behaviour would probably be more successful than if they did not use accession. The vertical distance which is also a subject of proximity is also very important when dealing with discipline problems as the person who has eyes on a higher level has the ascendancy (Mareš, Křivohlavý, 1989:p.112). Learners who sit during classes would therefore always be under the ascendancy of teachers.

9.3.3 Using gestures

Using movements of hands or other parts of body can be used for gestures (Vlček, 2004, p.38). Typical gestures are moving hands and head, showing a forefinger that allows the

teacher to send signals such as disagreement with the behaviour of learners but also warning. Vlček suggests that a combination of verbal and nonverbal signals using gestures can strengthen the effect of intervention when dealing with uncooperative behaviour (Vlček, 2004:p.39). Combination of verbal and nonverbal communication would definitely cause a stronger signal to the learners and could prevent learner from further misbehaviour; however, the usage of gestures without words should probably precede it.

9.3.4 Nonverbal signals by movements and poised

Nonverbal usage of movements such as movement of head, certain body, hands positioning can also inform the learners about their inappropriateness of the behaviour without the need of using words (Mareš, Křivohlavý, 1989:p.109-110). The common unawareness of the usage of these signals appears to be obvious.

9.3.5 Touching

The last nonverbal signals mentioned here will be the usage of touching the learners. This suggestion of touching and thus informing the learners is generally not well appreciated in schools for the reasons of avoiding the complaints from the learners.

9.4 Verbal communication

9.4.1 Speech

The characteristic of teachers' speech plays a very significant role when dealing with uncooperative behaviour. The way teachers express their thoughts meaning the speed; loudness level, fluency etc. influence the perception by learners (Mareš, Křivohlavý, 1989:p.59).

Teachers can use rising of voice or pauses when dealing with uncooperative behaviour; pauses are used for emphasising what the teacher wants to focus on and raising voice for strengthening the message (ibid.). Pauses and rising voice are commonly used by teachers and can certainly be very successful if not used too much or used in exaggerated form, however, the recommendation of authors such as Jeremy Harmer is that quiet voice may be as effective as rising voice when targeting at the decrease of the noise in the classroom (Harmer, 1998:p.17). The reason for such a suggestion comes from assumption that learners would have to become quiet in order to be able to hear the teacher.

9.4.2 Dialogue and discussion as a solution of uncooperative behaviour

“Discussion is the most appropriate method how to reach to the opinion of learners on certain situation” (Langová, Vacínová, 1994:p.72). Using discussion in schools in order to solve uncooperative behaviour therefore appears to be a very efficient method as not only teachers are the controllers who would only follow their first opinion on situation. Learners do have the opportunity to express themselves like in other discussions and therefore can explain the reasons for certain uncooperative behaviour and can discuss the inappropriateness with the teacher, who is able to explain it to the learner or learners. Teachers can discover many connected reasons for behaving uncooperatively and decide on further strategies that would be based on the results of the discussion. The most helpful gains seems to be the focus on the learner and his or her ability to become aware of the inappropriateness of uncooperative behaviour, discuss strategies with the teacher and maybe even agree on steps for solution and prevention. Such a discussion can be only “a dialogue between partners” which aims at encouraging learners to solve their problems themselves (Petty, 1996:p.96).

The dialogue between teacher and learner or learners can be also lead on a “parent-adult level” suggesting that learners are not able to solve their problems themselves and need to be helped or a little forced in order to cooperate during lessons (ibid.). Such dialogue would aim at setting goals which the learner or learners should reach together with mentioning the consequences if such goals will not be reached (ibid.)

The idea of discussion between the teacher and learners which Vacínová and Langová suggested certainly has the potential for better understanding or a problematic behaviour and its solution, however, the issue which has not been mentioned relies on the need of truthfulness and trust or maybe even courage of the learner or learners involved in a discussion. Teachers might base their understanding of uncooperative behaviour on invented stories or on nothing if the teacher would not be able to encourage the learner or learners to discuss problems. Efficient discussions should start with “general open question, followed by specific question”. Teachers do not ask why the child acted how he or she acted and do not try to invoke feeling of condemning but focus on the self-awareness for the inappropriateness of uncooperative behaviour resulting in its substitution (Langová, Vacínová. 1994 p: 73)

9.4.3 Reasserting the norms

If dialogues mentioned above do not bring any change of uncooperative behaviour it is desirable to reassert the norms agreed upon, which is a dialogue on “parent-child level” (Petty, 1996:p.96). Teacher’s force is gradually increasing and shows a strong dissatisfaction

with certain behaviour (ibid.). Reasserting can be used for behaviour that overcomes the level of accepted behaviour and must be strongly reprovved. Next step could be the usage of punishment; however, such strategies might only result in irritation and bad attitude to the teacher and English as the subject.

9.4.4 Negotiation as a solution of off-task behaviour

“Using the method of negotiation in schools is based on the attitude of teachers towards learners as equipollent partners in presenting of senses of situations” (Langová, Vacínová. 1994: p. 74). However, it certainly does not mean that teacher and learners have equal social status (Langová, Vacínová. 1994: p.74). Nevertheless, learners and teachers are partners and such negotiation respects the learner with his or her ideas that seems to allow the teacher to understand the learner or learners and reach the gist of a problem (Petty, 1996: p.88). Learners who are supposed to be partners in negotiation seem to have the ability to improve teaching/learning processes because they obviously view many situations differently to the teacher and that is why they can bring new ideas into classrooms. Nevertheless, as two parties must be involved, the necessity of changing does not have to take place in the end.

A successful negotiation depends upon “not viewing a problem only from own point of view, teacher understanding of learners needs, considering of alternative behaviour by learners and setting objective criteria” (Langová, Vacínová, 1994:p.77).

9.5 Verbal and nonverbal communication combined

Verbal and nonverbal communication should never be in disagreement (Mullerová, 2002:p.54). Reprimanding learners together with smile and gestures signalling unserious ness of the reprimand would not have any effect on the learners similar to a situation when teacher is very angry at learners not cooperating during lesson sending nonverbal messages of nervousness and angriness combined with calm and inconsequential expression.

9.6 Practical strategies for discipline maintenance

Many strategies that allow teachers to maintain classroom discipline have been discussed and suggested. Knowing these strategies in order to deal with uncooperative behaviour during English lessons will certainly help a teacher to deal with certain behaviour; on the other hand the inner knowledge of these strategies can be the only way how to succeed. Some teacher influence strategies such as preparation, using dialogue, negotiating, etc. have been

commented on in previous chapters. Some of the following suggestions are probably known and used automatically by many of today's teachers.

- 1) Solve it before it affects you
- 2) React confidently or do not react at all
- 3) Distinguish between aiming at cooperative behaviour and modifying character
- 4) Distinguish between rare uncooperative behaviour and repeated one
- 5) Decide where, when and how to solve uncooperative behaviour
- 6) Give learners opportunity to finish the uncooperative behaviour
- 7) Do not be a detective
- 8) Use alternative plans for teaching
- 9) Use help of colleagues
- 10) Use help of parents and colleagues
- 11) Do not use physical punishment
- 12) Be aware of your rights
- 13) Stick to your opinions
- 14) Get to know yourself and your learners

(Cangelosi, 1994:p.195-212)

Measures to be taken in case of indiscipline according to Harmer are: “acting immediately, stopping the class, reseating, changing the activity, discussing after class, and using the institution” (Harmer, 1991:p.252-253). David Fontana adds strategies such as “avoiding threats, not be liable to anger, focusing attention and definitely avoiding abasement” (Fontana, 1997:p.351).

The strategy of reseating suggested by Harmer was also supported by Johnson who believes that reseating and thus changing the peer surrounding may help the uncooperative learner to change his or her behaviour (Johnson, 1979:p.395). Very effective strategy is placing the learner into a cooperative group where the learner would try to gain the peer approval and succeed (ibid.).

Learners must be aware the organizational strategies such as norms and rules of behaviour as explained earlier and the teacher should also try to insist on what has been agreed on. Learners uncooperative behaviour not dealt with can simply be understood as a signal that they can perform the same uncooperative behaviour again without any actions being taken. Teachers who would later intervene may experience problems with solving off-task behaviour as learners can get used to doing certain type of off-task behaviour and might not even find it abnormal.

When a problem with behaviour of learners arises it is vital to use a “positive language” in order to focus them on the desired behaviour other than emphasising their

uncooperative behaviour (Fontana, 1997:p.352). This would probably only focus attention of other learners on the uncooperative behaviour instead on the desired behaviour.

Knowing learners helps teachers to use adequate discipline intervention, which would solve uncooperative behaviour (Cangelosi, 1994:p.212). Learning steps from literature can help with dealing with off- task behaviour but if applied always the same on every learners it certainly would not bring desired effect considering that every person is different and therefore the same way of solving off-task behaviour can help one learner and “have disastrous effect“ on the other one (ibid.).

Teacher should never hesitate to contact parents because “parents should help teachers with educating their children for cooperative behaviour” (ibid., 203). Sometimes teachers feel that they should not contact parents and try to solve problems with children themselves for reasons such as feeling ashamed for not being able to deal with uncooperative behaviour, feeling pressure form parents or lack of confidence (ibid., 204).

9.7 Dealing with non-disruptive behaviour

Non-disruptive behaviour may not be dealt with for the reason that it does not disturb other learners and the teachers and might not be necessary to be solved. Teachers can thus adopt different attitudes towards the learners who behave uncooperatively. For the aim of this paper the suitability of the teachers’ attitude to learner’s misbehaviour is connected with the “active attempt to remove the causes of uncooperative behaviour while accepting the individuality of a learner with his freedom and the influence of other factors of indiscipline” (Rotterová, 1973: p.131).

9.8 Dealing with disruptive behaviour

Disruptive behaviour unlike the non-disruptive is more frequently dealt with by the teachers as such behaviour prevents other learners from achieving set goals as mentioned in chapter seven. Many authors have listed strategies and techniques teachers could consider and use if disruptive behaviour appears. Harmer expressed the main strategies to be: “teacher should immediately stop the class, telling learners who are behaving badly what is wrong” and even “refusing to continue until the student has settled down” (Harmer, 1991:p.252). The purpose of such actions appear to be the necessity of focusing on inappropriate behaviour, explaining to the learner or learners what is not desired to be done during lessons and even letting other learners be aware what will not be tolerated in the future. When a teacher stops

his or her lesson it might result in not finishing all planned activities but the outcome of such intervention might prevent the occurrence of similar disruptive behaviour in the future.

9.8.1 Aggression

Aggressive behaviour is probably the most serious disruptive behaviour teachers have to deal with. As the usage of modification of behaviour was previously criticised the best start when such a behaviour occurs is to focus on the causes, learners' view, trying to understand the learner in order to help the learner to solve it and realise the problem by implementing the ideas of humanism.

It is important to find the cause of such behaviour; according to Adler, it is understood to be a protective strategy from attacks of others and can be thus started by humiliation or feeling of endanger (Ondráček, 2003:p.83).

Aggression usually starts with disobedience, impoliteness and emotional distance (ibid., p.84). Aggressive learners are usually not confident and are afraid of subordinating position from other people (ibid.). The reason of aggressive behaviour is very important for further intervention and can be dealt with better when understanding such behaviour.

Teachers can intervene or they can also ignore certain aggressive behaviour and avoid the "battle of power" (ibid.). Avoiding strict punishment when dealing with aggression seems to be necessary as "strict punishment leads to aggression" and "punishing is understood as a proof of the success of aggressions (Čáp, 1987:p.91). Imagining the situation when a learner is doing everything in order to win "the battle" and teacher desperately trying to win it without any success but only stopping the lesson and supporting the learner's victory, the idea of ignoring some aggressive behaviour appears to be more appropriate than ineffective repeated intervention. However, if the aggression were physical, the teacher's reaction would be necessary.

Teachers should follow six rules in order to avoid aggression against themselves from learners

1. Do not be threaten by aggression
2. Do not become a threat to students
3. Only in drastic situation use physical strengths
4. Try and be sensitive to potentially aggressive situation
5. Do not use ultimatums
6. Do not tolerate aggression

(Cangelosi, 1988:p.283)

9.9 Repeated uncooperative behaviour

Learners who do not react to teacher's strategies and keep behaving against the norms must be dealt with differently to the previous strategies which did not bring any effect on the learner's behaviour (Petty,1996: p.97). Analysing the learners' behaviour, discussing it, being aware of the learner's individuality can be used for further intervention that should inconceivably differ from the previous strategies.

9.10 Lerner self discipline

“The ultimate goal in classrooms is to reach the point where learners take on or at least share the responsibility of classroom maintenance” (Ur, 1996:p.264). It is a means of “maturity of the learner” (ibid.). The first step for such responsibility may start with setting the norms of behaviour together with the teacher. Other decisions how to promote the learners responsibility of classroom maintenance would depend on individual teachers with their learners.

10. Practical part

The practical part of this paper examines the strategies and techniques used for dealing with uncooperative behaviour by carrying out research allowing me to view teachers' interventions more practically and by comparisons with the learners trying to find the most useful interventions.

10.1 Schools and teachers involved in research

The research started on the 1st November 2004 and finished on the 2nd of December 2004 at the schools:

Primary school Hostýnská, Prague 10: Mgr. Miroslava Horská, PhDr. Jana Hanšpachová, Zuzana Řandová

Primary school Josefská, Prague 1: Mgr. Dana Veverková, Mgr. Eva Bártová, Bc. Monika Novotná

The schools are situated in different environments; the primary school Hostýnská is in the suburb of Prague whereas the primary school Josefská is in the centre of Prague. I chose to be in the Josefská primary school as I was teaching there during my clinical year and know the learners together with the teachers observed. The teachers of the schools have University education except of one; however, not all are certificated English teachers.

10.2 Aim of the research

Much research has been written about discipline, which influenced the aim of my practical part as I tried to differ from other learners dealing with discipline in the theoretical part. After comparing them to my ideas about the aim of the research I finally decided on my focus for the practical part of this work.

The aim of the research was to elicit how teachers deal with uncooperative behaviour during English lessons and finding the most suitable intervention by comparison with learner's opinions on the issue together with the effectiveness within the lessons.

Intervention strategies and types of punishment with their frequency together with the rules for punishing were focused on. I decided to include punishing because I suppose that teachers use punishment with threats in order to deal with uncooperative behaviour and should be therefore a part of the research.

The effectiveness of strategies used for dealing with uncooperative behaviour in this paper means effectiveness during the lessons; the success in dealing with uncooperative behaviour described in this work means learners stop behaving uncooperatively and the absence of the same uncooperative behaviour of the same learners during the lesson. Immediate effectiveness of strategies will not be discussed in this paper as I consider the non-occurrence of the same misbehaviour to be more important than immediate effect of chosen strategies.

The need of setting hypothesis before the beginning of the research was inevitable. The hypotheses, which the research is based on, are:

- 1) Intervention strategies of teachers do not have the same effect on individual learners
- 2) Threats and punishment are used for effective dealing with uncooperative behaviour; punishment being used when other strategies fail
- 3) Immediate interventions are the most effective when dealing with uncooperative behaviour
- 4) Verbal and nonverbal signal are both effective when dealing with uncooperative behaviour

10.3 Creating tools for the research, research methods

10.3.1 Tools for the research

The tools used for the research are observation sheet for noting down teachers' strategies used for uncooperative behaviour occurring during their lessons together with the focus on their immediateness and the effects on the learners. Next tool used for the research was the questionnaire for learners needed for their opinions on the most effective strategies including threats and punishment with the immediateness of such interventions. The last tool used was questionnaire for teachers about the usage of punishment, which was constructed at the end of observations as nearly no punishment occurred.

10.3.2 Creation of an observation sheet

The first observation sheet I constructed was for observing teachers' intervention strategies together with their effects on learners in the lessons, this however, differs from my final observation sheet as the suitability of the observation sheet was tested in a practical environment and the impossibility to fill in the exact information became apparent. The exact

words of the teachers' intervening or description of the intervention were needed but not possible to be written down as more uncooperative behaviour occurred at the same time and I was not able to fill in the observation sheet properly. The changes which I did were the usage of codes instead of writing the exact words which allowed me to be aware of the happening in the classroom other than just concentrating on filling the observation sheet and therefore not be able to spot all uncooperative behaviour during the lessons observed. The other problem, which occurred, was that I only made spaces for one re-occurrence of the same learners doing the same uncooperative behaviour, which appeared to be unsatisfactory already when pre-testing the observation sheet. The last issue was just to make a special column for the record of immediate interventions of teachers, which I had just intended to write in the column with the teachers' intervention strategies, which didn't appear to be easy to survey. The changes that I decided to do after pre-testing allowed me to concentrate on the intervention strategies of teachers together with the learner's reactions without major problems.

10.3.3 Creation of questionnaires for learners and teachers

I decided to discover the learners' perception of the most effective strategies and that is why I constructed a questionnaire for learners. I decided to test the questionnaire and realised that learners were not able to fill it as it probably was too difficult and the learners only marked the strategies which were the most effective for them without marking the most and the least effective strategy together with the need of some teachers' interventions being immediate or repeated. I changed the questionnaire based on this experience and only asked learners to mark learners' intervention strategies which has an effect on them together with marking preferred immediate reactions of teachers as if let the questionnaire as it had been before the answers of learners might have been influenced by the difficulty of the questionnaire and be filled incorrectly.

The questionnaire for teachers focusing on the usage of punishment is based on literature dealing with the usage of punishment and tries to depict the reasons of using punishment during lessons together the concrete usage of certain types of punishment and the main principles of using punishment. I wanted to include the usage of threats in the questionnaire but decided not to as threats were used in during lessons.

10.3.4 Limitations of the research

The research was carried out in two schools and cannot therefore provide information, which would be a representative sample of all primary schools. More participants of research enable to view intervention strategies and punishment used during lessons more objectively.

The limitations of the questionnaire of learners lies in the possibility that not all learners expressed the true information for reasons such as showing off, taking it as fun or understanding the questionnaire as a potential tool for English teachers which would help the teachers to better understand their learners and, might find out what will work when the learners misbehave. Nevertheless, in order to prevent this, the anonymity of the research together with ensuring that the data will be not used against the learners was clarified before the learners received the questionnaires.

Observations allowed me to observe intervention strategies of the teachers as they really were, nevertheless, their strategies could have been influenced by me sitting in the classroom causing the teacher and the learners to behave differently especially in the first lessons observed.

Questionnaires for teachers might also tend to force some of the teachers to hide the truth about their usage of punishment. If they use a certain punishment a lot they would probably try to hide it considering that punishment is a strategy, which should not be used a great deal. I tried to explain to them that the questionnaire would only serve the purpose of an anonymous analyses leading to receiving data about dealing with uncooperative behaviour during English lessons. The explanation of the anonymity of the results was important in order to encourage the teachers to teach in their normal way together with filling the questionnaires with true information.

10.4 Interpretations of the results and the evaluation of the hypothesis

All results, which will be analysed in this section, are anonymous. Teachers are numbered one to six (T1-T6). Observations are based on a point system where one point is equal to one uncooperative behaviour regardless how many learners were involved e.g. two learners talking was counted as one occurrence of the behaviour.

1) Intervention strategies of teachers do not have the same effect on individual learners

The suggestion that the same strategies might not always bring the same effects on learners will be discussed in this section. Intervention strategies used for dealing with uncooperative behaviour observed will be described together with its effectiveness. The first sources for proving the hypothesis were the observations. The most disruptive types of

uncooperative behaviour will be discussed first, followed by less disrupting or non-disrupting behaviour.

One of the most common disruptive behaviour occurring during English lessons is learners' talking. Many strategies were used in order to stop learners continuing to talk during the lesson. All strategies used and their effectiveness can be found in Table 1.

Table 1: Teachers' intervention strategies dealing with talking with its effectiveness in percentages

Talking	T1	T2	T3	T4	T5	T6
Looking at the learner	100		40	100	33	100
Getting closer to the learner	100	100	40		50	
Getting closer and looking at the learner			75	100		
Finger in front of mouth		100				100
Making a noise					50	
Making "sh" sound and looking at the learner	50	33	100	100	25	67
Calling name		50	0	57	0	67
Explaining the inappropriateness			0	100		
Using raising voice while informing learner	67	100	43		33	0
Making learner continue class work	50	100	64		33	100
New task	100	100	33	100	57	67
New task, getting closer and looking at learner	33		40		100	
Lowering voice	100					
Threatening with a test		100			100	
Ironic comment	100					
Ignoring learner	100		29	33	40	100

It can be seen that some strategies were not used by some teachers at all like making a noise but on the other hand, some strategies such as making a "sh" sound and giving a new task were used by all teachers. Making the "sh" sound was 100% effective with teacher 3 and 4, very effective with teacher 6 but not as effective with other teachers. Teacher 5 experienced only a 25% success rate in getting learners to stop talking after such interventions. Giving learners a new task was a strategy which was 100% effective with teachers 1, 2 and 4 but again less successful with other teachers. Teacher 3 was successful only in 33% of the cases, even though the same teacher was 100% effective with the previous strategy mentioned. The differences in the effectiveness of the strategies appear to be apparent. Similar differences occur with all strategies used.

Very interesting findings is that teachers number 3 and 5 are less effective in dealing with disruptive talking. The effectiveness of their strategies is usually lower than 50%; teacher 3 experienced 0% success twice and teacher 5 one also had 0% success. Other

teachers who used this strategy had at least 50% effectiveness of such interventions. However, teacher 6 who did not have problems with disruptive talking also had 0% success using raising voice. Other teachers were again more effective; teacher 2 having 100% success with the usage of rising voice.

Learners' point of on the effectiveness of intervention strategies on disruptive talking are expressed in table "Results of learners' questionnaires in percentages" in appendix 4. Learners' most effective strategies are looking at learners with 66%, getting closer to learners 52% and using rising voice 48%. These strategies used by teachers were not as effective as could have been expected from the learners' perspective. However, a similarity can be found with the usage of eye contact combined with proximity, which was effective when being used by teachers as well.

The second disruptive behaviour observed and dealt with was calling out. Great varieties of strategies were used for dealing with such a disruptive behaviour as can be seen in Table 2. The same strategy was not used when dealing with calling out by all teachers like with disruptive talking; nevertheless, five used the same strategies. The effectiveness of these strategies varies with individual teachers, even though a similarity in the effectiveness can be also found. Eye contact was 100% effective with teachers 1,2 and 5 and the usage of rising voice was also very effective with all teachers. Nevertheless, making the "sh" sound was 100% effective with teachers 4 and 6 but teachers 3 and 5 experienced only 33% and 25% of learners stopping calling out. The strategy of getting closer to the learners was, however, 100% effective with all the teachers using such an intervention.

Table 2: Teachers' intervention strategies dealing with calling out with its effectiveness in percentages

Calling out	T1	T2	T3	T4	T5	T6
Looking at the learner	100	100	50		100	
Getting closer to the learner				100	100	
Putting finger in front of mouth		60				
Making "sh" sound	50		33	100	29	100
Calling name	0	33	100			
Explaining the inappropriateness		75	0	100		100
Using raising voice while informing learner	67	63	100		100	
Making learner continue class work					50	
Giving a task	100					100
Threatening with a test		60				
Ignoring learner	100		40	100	20	75

The least successful teachers when dealing with calling out were teachers 1, 3 and 5. Both teachers 3 and 5 are shown to be ineffective in dealing with talking and calling out using chosen intervention techniques.

Learners' preferred interventions were chosen to be the usage of rising voice effective with 62% and informing learner of the interruption 45%. Similarity can be found with the usage of rising voice, which was very effective with teachers during their English lessons as well.

The other disruptive behaviour occurring during the lessons observed was clowning. The occurrence of clowning was not as high as with talking or calling out which resulted in the smaller amount of intervention strategies. The effectiveness of the strategies cannot be compared as only 3 teachers had to deal with clowning and used different strategies. Only teachers 1 and 6 both used eye contact with proximity; this strategy had different effects on the learners.

Rising voice and informing learners of the interruption was chosen to be the most effective by learners. The usage of rising voice by the teacher 1 supported the results from the learners.

Table 3: Teachers' intervention strategies dealing with clowning with its effectiveness in percentages

Clowning	T1	T2	T3	T4	T5	T6
Looking at the learner	100					
Getting closer and looking at the learner	50					100
Using raising voice while informing learner	100					
New task						100
Ignoring learner					100	

The next disruptive misbehaviour occurring during my observations was the uncooperative behaviour of leaving place without asking the teacher. This behaviour can easily be understood as non-disruptive if the learners are used to moving around the classroom while accomplishing given tasks. The results from the observations can be seen in Table 4. This uncooperative behaviour was not very frequent which can explain the limited number of intervention strategies. The intervention strategies were effective in 100% except of the teacher 4 who was not able to deal with the misbehaviour well.

The results from the learners' questionnaires suggested that learners tend to stop this behaviour if they are told to go back to their place in 66% of cases. Rising voice when telling

learners to go back to their place was also chosen to be effective 52%. The surprising number of rising voice usage being less effective than ordinary voice appeared. The awareness of learners not reacting to rising voice the most in all situations seems apparent.

Table 4: Teachers' intervention strategies dealing with leaving place without asking with its effectiveness in percentages

Leaving place without asking	T1	T2	T3	T4	T5	T6
Looking at the learner				0	100	100
Explaining the inappropriateness		100				
Ignoring					100	100

Other types of behaviour being marked as non-disruptive in the theoretical part will be discussed in this part as well. This type of uncooperative behaviour is also important to deal with even though it might not disrupt other learners. Many types of non-disruptive behaviour were observed together with the intervention strategies used for dealing with them.

The first non-disruptive misbehaviour, which will be described, is the refusing to participate. This behaviour might be considered to be very challenging to deal with by teachers who should tend to make all learners accomplish tasks given. This uncooperative behaviour was very rare in its occurrence and the only strategy trying to deal with this misbehaviour was the idea of changing a task. The success of this strategy was extremely high; both teachers using this strategy reached 100% participation of learners after and reached the desired aim of learner's participation during their English lessons again. The reason for not participating can be found in the theoretical part.

Table 5: Teachers' intervention strategies dealing with refusing to participate with its effectiveness in percentages

Refusing to participate	T1	T2	T3	T4	T5	T6
Changing task		100			100	

Similar to the previous misbehaviour mentioned, the effective strategies chosen by learners were telling the learners to start working and using rising voice while informing the learner. Nevertheless, the usage of rising voice was more effective with 45% than telling learners to start working with only 38%, which differs from the previously mentioned misbehaviour strategies.

Another uncooperative behaviour, which occurred, was playing with objects. Playing with objects may be also disruptive depending on the objects used; however, no obvious disruption of others was observed. This behaviour was quite frequent and that is why more intervention strategies may have been observed. Common strategies used for dealing with this behaviour were giving a new task and ignoring the learner. The success of the strategy when teachers changed the task was extremely successful as all teachers who used it reached minimum 60% success rate of that uncooperative behaviour. The strategy of ignoring learners should be understood to be either a strategy or not noticing the misbehaviour. The effectiveness of ignoring the learners was high with teacher 1, 4 and 6 but worse with teachers 3 and 5. The explaining of the inappropriateness used by teachers 1 and 3 was also completely ineffective. Very interesting conclusion is that when some teachers reach 100% effectiveness of their strategies other teachers may be completely ineffective with the usage of the same strategies.

Taking the object in 66% of cases and rising voice in 55% of cases were chosen to be the most effective strategies when dealing with this misbehaviour by the learners. Similarity in the perception of learners can be found in the effectiveness of the rising voice usage, which appeared in previous cases. Nevertheless, comparing the actual results from the observations, teachers 1 and 6 experienced similar effectiveness as described by learners but teacher 5 was only effective 33% of the time.

Table 6: Teachers' intervention strategies dealing with playing with objects with its effectiveness in percentages

Playing with objects	T1	T2	T3	T4	T5	T6
Looking at the learner				75	50	
Getting closer						0
Taking the object	100		100			
Explaining the inappropriateness	0		0			
Using raising voice while informing learner	50				33	67
Making learner continue			0	100		100
Giving a new task	67	100	100		60	100
Ignoring learner	80		27	100	44	100

Similar uncooperative behaviour to the playing with objects observed was the behaviour of playing games. Disruption of others can also occur depending on the type of game. It can also be suggested that the originator of the game playing idea games interrupts the other learner, nevertheless, I dealt with the pair of learners playing as one unit and did not

observe disruption of others. This misbehaviour might be considered to be worse because at least two learners are usually involved and cannot reach the aim of the lesson due to the lack of their attention. Ignoring was the most commonly used strategy, which brought different success; teachers 1 and 3 were 100% successful but teacher 6 did not change the learners' behaviour at all. Unnoticed misbehaviour of playing games might have happened during the lessons and that might have been the reason for the low ineffectiveness by teachers and 6. However, teacher 5 was also ineffective with another strategy but 100% effective with giving the learner a new task

Table 7: Teachers' intervention strategies dealing with playing games with its effectiveness in percentages

Playing games	T1	T2	T3	T4	T5	T6
Looking at the learner			100			
Making learner continue					0	
New task					100	
Ignoring learner	100		100		33	0

Taking the game equipment and using rising voice by teachers are meant to be effective from the learners' point of view; however, none of these strategies occurred during my observations.

The usage of mobile phones during English lessons is the next uncooperative behaviour described in this section. The usage of mobile phones is very common and that is why it can also occur during English lessons. The observed usage of mobiles was only non-disrupting writing messages or games playing without any noise. Table 8 suggests that the most common strategy used for dealing with this misbehaviour was ignoring the learners. The presumption of teachers not intervening when the misbehaviour does not last long might explain the strategy of ignoring. On the other hand, the unnoticed usage of mobiles can also be the reason for the great usage of ignoring. Different success in the usage of ignoring the learners can be view in Table 8 below.

Table 8: Teachers' intervention strategies dealing with using mobile phones with its effectiveness in percentages

Using mobile	T1	T2	T3	T4	T5	T6
Looking at the learner						100
Getting closer	100					
Rising voice while informing learner	100			100		

Making learner continue	60					
Ignoring learner	67		100	100	40	100

66% of those questioned in the learner's questionnaires described taking the phone as the most effective strategy whilst only 38% mentioned looking and getting closer to the learner as an effective strategy. Rising voice was only chosen by 28 % of learners, which decreases its effectiveness if compared to the previous uncooperative behaviour.

The uncooperative behaviour of drawing was like in the previous case most commonly dealt with by using ignoring the learners. The effectiveness of this strategy brought different results again as can be seen in Table 9 below. Teachers 1 and 6 were extremely high ineffectiveness; teachers 1 might have not noticed the behaviour but teacher 6 definitely did and even though using rising voice she did not manage to change the learners' behaviour.

Table 9: Teachers' intervention strategies dealing with drawing with its effectiveness in percentages

Drawing	T1	T2	T3	T4	T5	T6
Explaining the inappropriateness		100				
Using raising voice while informing learner						0
Making learner continue class work					100	
Ignoring learner	0		63		14	

Comparing the learners' suggestions to the teachers' usage of strategies when dealing with drawing did not express obvious similarities. Strategies which teachers used with 100% effectiveness, the learners only marked in only over 20% cases, but the usage of rising voice was suggested to be effective at 31% which outnumbers the success of teacher 6 using this strategy.

Next uncooperative behaviour observed was the behaviour of learners working on something else, which they should not have been doing. This behaviour might not to be perceived very negatively as it shows that learners are interested in the subject and may not just appreciate the task given. Teachers dealing with this behaviour were at least 50% effective except of the teacher 2 having no results when using eye contact and teacher 5 explaining the inappropriateness of such actions.

Table 10: Teachers' intervention strategies dealing with doing something else from the same subject with its effectiveness in percentages

Doing something else (same subject)	T1	T2	T3	T4	T5	T6
Looking at the learner		0				
Calling name		100				
Explaining the learner will not learn					0	50
Making learner continue	100					
Giving a new task		50			100	100
Ignoring learner						100

The disagreement between the teachers and learners can be found in the usage of eye contact, which was meant to be effective in 41% of learners, but teacher 2 achieved 0% effect. Learners believe the same effectiveness can be achieved by using eye contact and rising voice, which unfortunately was not observed and cannot be compared.

The uncooperative behaviour of daydreaming showed similarity in the effects of different teachers' strategies. Nevertheless, differences in the effectiveness can be found when using the strategy of giving learners a new task and ignoring the misbehaviour. The strategy of ignoring includes both intentionally not noticing behaviour, which might not attribute importance to its behaviour and unintentional ignoring where the teacher isn't aware of the behaviour, this makes it very difficult to observe, as I was unclear in each circumstance which of these was being used. The most effective strategy marked by the learners was the usage of rising voice, which was not used by the teacher at all. Other strategies described by the learners were attributed with less effectiveness than observed.

Table 11: Teachers' intervention strategies dealing with daydreaming with its effectiveness in percentages

Day dreaming	T1	T2	T3	T4	T5	T6
Making a noise to gain learner's attention				100	100	
Calling name		100				100
Making learner continue class work	100			100		100
Giving a new task	33		100	100	67	100
Ignoring learner	40	100	33	83	29	

Cheating during tests was also observed during my observations. Teachers should try to deal with this behaviour, as the results from the tests would not show the real knowledge of

the learners. Table 12 below illustrates the need for teachers paying careful attention to preventing or dealing with cheating of the learners in order to prevent this behaviour. Without intervention the re-occurrence of the behaviour was higher than 80%.

Table 12: Teachers' intervention strategies dealing with daydreaming with its effectiveness in percentages

Cheating during tests	T1	T2	T3	T4	T5	T6
Taking cheat sheet					100	
Calling name					100	
Ignoring learner	17				0	

Many more strategies such as the usage of eye contact, proximity, rising voice of the teachers, reseating the learners and informing them they will fail were chosen to be effective by the learners. The last strategy was the most frequent suggestion from learners and could have been also the very commonly used at the beginning of the school year by all the teachers observed.

Two further types of non-disruptive behaviour, which I will deal with, are reading books and studying other subjects. Very few intervention strategies were observed, strategies dealing with reading were all 100% effective besides teacher 5 who did not manage to stop the uncooperative behaviour with the strategy of making the learner continue the class work. Teachers dealing with the behaviour of learners studying other subjects demonstrated different effects on the learners very well as the same strategies used with two teachers resulted in completely opposite effects. The usage of ignoring the learners appeared with three teachers and could be explained similarly to the previous types of behaviour. The high effectiveness of ignoring might be also explained by learners' lack of interest in continuing this activity and therefore the great success should not be attributed to teachers only.

Table 13: Teachers' intervention strategies dealing with reading magazines/books and studying other subjects with its effectiveness in percentages

Reading magazines/books	T1	T2	T3	T4	T5	T6
--------------------------------	----	----	----	----	----	----

Getting closer to the learner			100			
Making learner continue class work			100	0		
Ignoring learner			100	100	100	
Studying other subjects	T1	T2	T3	T4	T5	T6
Explaining the inappropriateness				0		
Using raising voice while informing learner	100		0			
Giving a task			100			
Ignoring learner	100			100	0	

When analysing the learners' questionnaires, more than 50% of learners suggests taking the reading and studying materials together with eye contact and proximity at more than 40%. Raising voice was considered to be more effective in dealing with the behaviour of studying other subjects with 41%.

Strategies, which teachers used with high effectiveness but were understood, to be very ineffective by learners occurred. Making learners continue class work was supposed to be effective with only 10% for reading books, which could be illustrated on the teacher 5, however, the teacher 3 was able to deal with the misbehaviour completely. Similarities and disagreements between the results from observations and learners' questionnaire were also found when dealing the behaviour of studying other subjects e.g. giving learners a new task was effective by teachers and but learners only attributed it 24% successfulness whilst but explaining the inappropriateness was ineffective by both the teachers and learners.

Sending and writing letters was the last non-disruptive behaviour occurring. The only comparable strategy used among teachers was ignoring the behaviour. Similarly to previously mentioned types of behaviour when learners used some materials or objects, one of the most effective strategies used by the teachers was taking the equipment.

Table 14: Teachers' intervention strategies dealing with writing letters with its effectiveness in percentages

Writing letters	T1	T2	T3	T4	T5	T6
New task	100					
Telling learners to put it away					75	
Ignoring learner	0		25	100		

The hypothesis of different effects of same strategies used by teachers was partly proved by the research. The above different types of misbehaviour being dealt with various strategies illustrated that very rarely all teachers would experience the same effectiveness after using the same strategy on the learners. However, up to three teachers did experience the same effectiveness after using the same strategies when dealing with misbehaviour.

Comparison with the learners showed partial agreements with the observed strategies but also extreme disagreements with some interventions as well.

2) Immediate interventions are the most effective when dealing with uncooperative behaviour

The need of immediate interventions mentioned in the theoretical part was described to be necessary when dealing with uncooperative behaviour. I strongly support this suggestion and that is why I wanted to prove this hypothesis. Teachers’ observations included the immediate and non-immediate reactions of teachers when they dealt with uncooperative behaviour of their learners. The data received from observations were added up; all immediate or non-immediate teacher’s interventions to concrete uncooperative behaviour were counted and its effect of successful dealing with uncooperative behaviour was described in percentages in Table 15 below.

Table 15: Comparison of immediate and non-immediate interventions’ effectiveness during English lessons (in%)

	T1n	T1i	T2n	T2i	T3n	T3i	T4n	T4i	T5n	T5i	T6n	T6i
Talking	54	78	100	66	42	57	50	75	35	38	71	69
Calling out	60	25	50	66	45	57	100	100	42	40	75	100
Clowning	0	100										
Refusing to participate			100	100								
Leaving place without asking											100	100
Playing with objects							50	100	50	0	83	66
Playing games					100	100			33	50		
Using mobile							100	100			100	100
Doing something else (same subject)			0	66							66	100
Day dreaming					33	100	88	100	40	100	100	100
Reading magazines/books					100	100			100	0		

T1n- Teacher 1, non-immediate interventions, T1i- Teacher 1, immediate interventions

Different effects of immediate and non-immediate interventions of teachers are illustrated in Table 15 above. Table 15 does not include all interventions of teachers but only such interventions when immediate and non-immediate interventions were both used in order to be able to compare the results.

Teachers 3 and 4 were the most successful in dealing with uncooperative behaviour when they used immediate interventions; however, the other teachers’ immediate interventions were not always the most effective. The teachers 1 and 2 were also more successful when using immediate strategies; nevertheless, teacher 1’s non-immediate

interventions when dealing with disruptive calling out of learners were more successful than the immediate ones. Similar situation can be observed with the teacher 2, who was more successful dealing with disruptive talking. Comparison of other teachers' immediate and non-immediate interventions effectiveness does not show the advantage of immediate interventions.

The other source for proving my hypothesis was the learners with their opinions on teachers' intervention strategies. Learners were asked to mark strategies, which are more effective when used immediately. The preferred immediate interventions are described in the table "Results of learners' questionnaires with immediate interventions" from appendix 5. Only two interventions of teachers were chosen by learners to be effective especially when used immediately; playing with objects solved by oral testing or test giving should happen immediately after the misbehaviour. The highest number in the necessity of immediate interventions can be found with looking and getting closer strategy because 8 from 15 uncooperative behaviour seems to need more than 50 % immediate interventions. Giving a test to learners and making learners to continue for which the immediate reactions of teachers higher than 50% were preferred in 3 interventions out of 14.

The numbers suggesting the need of immediate interventions are in most cases lower than 50 % and do not appear to have a major influence on the learners. The lack of immediate interventions chosen by learners could have been a result of an unawareness of the immediate interventions impact.

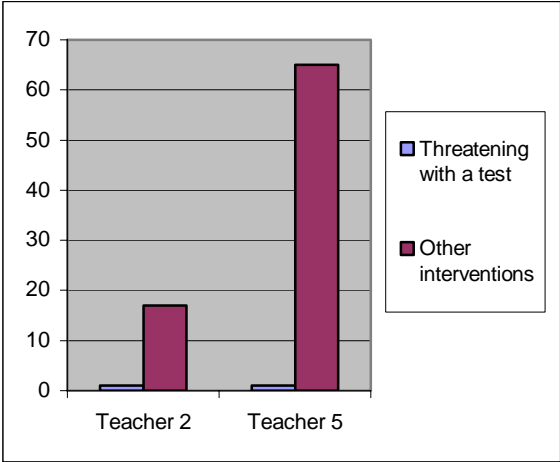
The comparison of teachers' observations and learners' questionnaires shows a disagreement. Teachers' intervention strategies seem to be more effective when used immediately after the misbehaviour but learners do not consider immediate interventions to be crucial when dealing with uncooperative behaviour.

3) Threats and punishment are used for effective dealing with uncooperative behaviour; punishment being used when other strategies fail. In this part, I am going to deal first with threats and then with punishment. Both of these are very sensitive topics; nevertheless they need to be dealt with in order to prove my hypothesis and finding whether their usage can solve the occurrence of uncooperative behaviour.

Minimal usage of threats was observed during my observations. Two teachers, however, did use threats during their English classes. Teachers 2 and 5 both used threats when trying to solve disruptive talking during their classes; the threat used was threatening with

giving learners a test. When comparing the amount of the usage of threats with other interventions, it appears that the usage of threats is very limited.

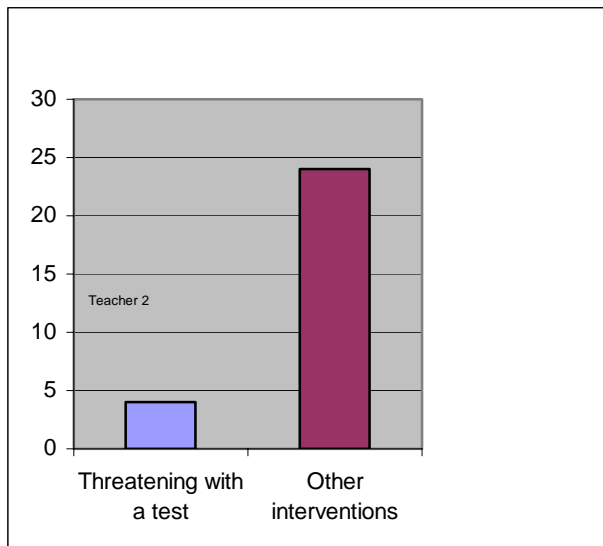
Graph 1: The total amount of interventions by threats of teachers 2 and 5 to talking



The difference in the number of interventions of teachers 2 and 5 is nearly three times higher; however, the number of the usage threats is equal. The effectiveness of the usage of threats during lessons was 100 % with both teachers. The results can be found in the table from appendix 3.

Other occurrence of the usage of threats was observed with the teacher 2 when she tried to deal with disruptive calling out. The difference between the usages of the same threats with other interventions is lower than with dealing with talking and thus the amount of threats might appear to be quite high (see the graph below). The effectiveness of the usage of threats was only 50%, which is not successful.

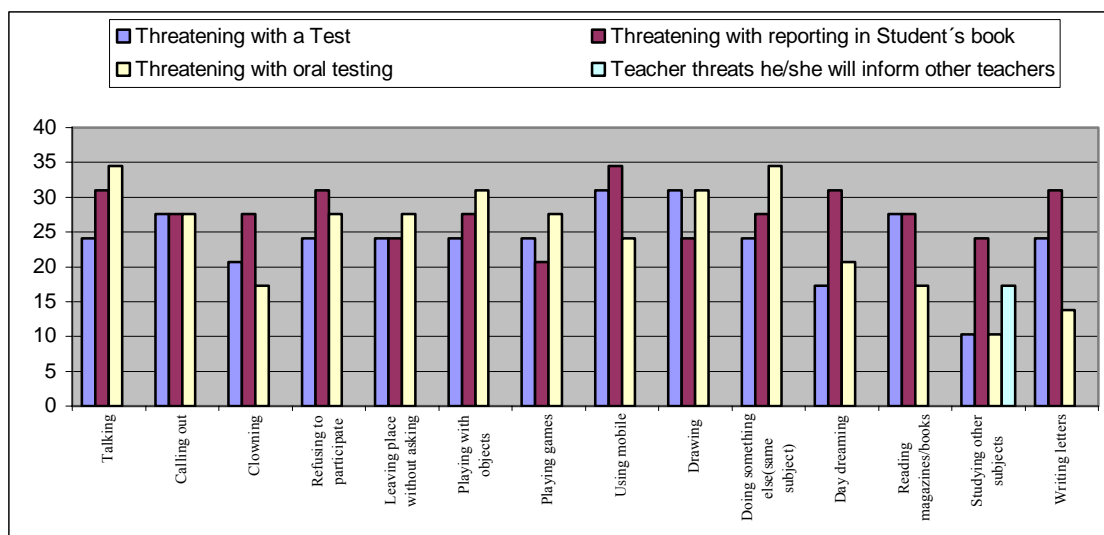
Graph 2: Total amount of teacher 2' interventions by threats to calling out



The other tool used for supporting my hypothesis was the questionnaires for learners. Learners' answers on their perceptions of the effectiveness of threats connected with concrete uncooperative behaviour suggest that in some cases this can be used as an effective tool; however, threats were chosen to be effective in less than 35 % of learners in dealing with the misbehaviour as suggested in graph 3. No huge difference with different types of threats was discovered.

Comparing the observations and learners' ideas about the usage of threats, the usage of threats seem to be evitable as the disadvantages described in the theoretical part are not outnumbered by the effectiveness.

Graph 3: The effectiveness of threats usage in percentages



Usage of punishment

The usage of punishment was not really observed during my observations.

The only occurrence of the usage of punishment was with teacher 1 when she used ironic comment when dealing with disruptive talking. Learners stopped talking after this intervention and therefore the success within the lesson was achieved. The question is, whether the teacher could use different strategy in order to achieve learners' not talking without possible causes of increasing the possibility of establishing negative attitude towards the teacher caused by inappropriate comments. Nevertheless, other teachers did not use punishment at all but as I had supposed that teachers tried to avoid using punishment I decided to give teachers a questionnaire. The results are illustrated in Table 16.

All teachers who completed the punishment section of the questionnaires chose verbal reprimand. It seems to suggest that this type of punishment is probably the most commonly used. This idea is supported by the teachers' questionnaire where the most commonly used punishment was reprimanding followed by reporting in learners' book. No other similarity in the usage of punishment was found.

I was surprised that one teacher also uses the punishment of making learners stand during the lessons. The disadvantages of such a punishment are obvious; learners cannot be involved in learning process like other learners. Teachers added three different types of punishment; they are marked with a star symbol in table 16 below. Punishment chosen by teacher 3 should not be considered to be a punishment but a desired behaviour of learners, which every teacher should try to achieve during English lessons. The choice of learners' cooperation being considered a punishment is very surprising and not in an agreement with this work trying to deal with uncooperative behaviour. Nevertheless, the explanation of such

an answer could be misreading the instructions of the question and just trying to stress the importance of cooperation.

The contradiction between the results from observation and questionnaire occurred with teacher 1 who claimed that she never uses punishment; however, she was the only one who used punishment during my observations. The possible uncertainty what punishment includes (even ironic comments) or the avoidance of admitting the usage of punishment becomes obvious.

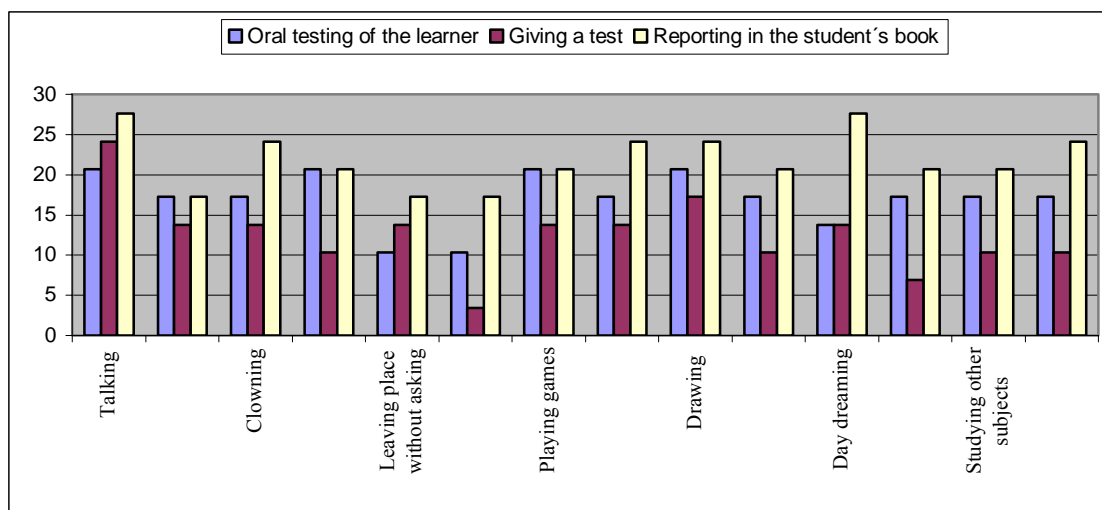
Table 16: The usage of types of punishments by teachers (X equaling used)

	T1	T2	T3	T4	T5	T6
Verbal reprimand		X	X	X	X	X
Giving extra task		X				X
Writing comment in the learner's book				X	X	X
Making learner stand during the lesson						X
Copying texts		X				
Oral Testing					X	X
Written test				X		
* Expulsion of the learner from the class			X		X	
* Making learner participate in current activity			X			
* Reseating			X			

Similar to the effectiveness of threats, punishment was also chosen by learners as a tool for classroom maintenance. The most successful type of punishment appears to be reporting in learners' book followed by oral testing of learners. The effectiveness is similar to threats, not very high; the highest percentage is lower than 30 % and lowest less than 5 %, which appears to be extremely low and ineffective (see graph 4). The success of dealing with uncooperative behaviour by the usage of threats is not very high and the usage of punishment should be therefore rare.

As described in theoretical part, punishment may be used when all strategies fail. This idea was supported by all the teachers expressed in the questionnaire, which is a reasonable presumption of not overusing punishment but only helping the teachers and the learners with a behaviour, which cannot be controlled.

Graph 4: The learners' view on punishment with its effectiveness (effectiveness in percentages)



- 4) Verbal and nonverbal signal are both effective when dealing with uncooperative behaviour; combined have a greater effect on the learners

Both verbal and nonverbal communication was described in the theoretical part and its effectiveness is dealt with in this section. As already mentioned in the chapter verbal communication, verbal communication does not occur without its accompaniment by nonverbal communication. Verbal and nonverbal signals used for dealing with uncooperative behaviour are dealt with separately in this section, these divisions are; considering verbal communication supported by nonverbal signals as verbal and pure nonverbal dealt with as nonverbal.

Nonverbal communication observed includes eye contact, proximity and signals such as finger in front of mouth, making a noise or taking the objects causing uncooperative behaviour. Nonverbal communication analysed in this paper therefore includes also communication that is sometimes considered to be outside the category of nonverbal communication, meaning the communication by actions. The division of communication is analysed in great details in the theoretical part and can be viewed there for more details. It should be pointed out that strategy of ignoring would not be included in the analyses here for the reasons that ignoring learners misbehaving could have been unnoticed by teachers and not intended nonverbal. Obvious verbal and nonverbal communication with its effectiveness was thus focused on.

Teachers' nonverbal and verbal signals trying to deal with misbehaviour were counted and its effectiveness described in percentages. Table 17 shows the results of such effectiveness. Blank spaces are used for no observation of such type of communication. The results of this table were extracted from appendix 3.

Table 17: Effectiveness of verbal and nonverbal communication in percentages

	T1V	T1NV	T2V	T2NV	T3V	T3NV	T4V	T4NV	T5V	T5NV	T6V	T6NV
Talking	100	100	62	100	44	47	70	100	33	44	65	100
Calling out	42	100	60	75	57	50	100	100	40	100	100	
Clowning	100	67									100	100
Refusing to participate			100						100			
Leaving place without asking			100					0		100		100
Playing with objects	50	100	100		33	100	100	75	50	50	83	0
Playing games						100			50			
Using mobile	67	100					100					100
Drawing			100						100		0	
Doing something else (same subject)	100		67	0					50		67	
Day dreaming	50				100		100	100	67	100	100	
Cheating during tests									100			
Reading magazines/books					100	100			0			
Writing letters	100								75			
Studying other subjects	100				33		0					

The effectiveness in using verbal or nonverbal communication when dealing with uncooperative behaviour differs with every teacher; however, similar success can be found with some uncooperative behaviour. Nonverbal communication was more effective than verbal when dealing with talking with all teachers except of the teacher 1 whose verbal and nonverbal communication brought the same effect on learners.

Calling out was also effectively dealt with by using nonverbal signals; however, verbal communication was more successful than nonverbal with teacher 3. Teachers 4 had the same results with verbal and nonverbal and teacher 6 did not use nonverbal communication only. Dealing with learners playing with objects presents similarity in the effects of teachers' nonverbal communication; three teachers were more successful when using only nonverbal communication. Nevertheless teacher 6 managed to deal with playing with objects more effectively with verbal communication. Other uncooperative behaviour was dealt with no obvious similarity. Effectiveness of concrete nonverbal and verbal strategies is described in commenting on the hypothesis number one.

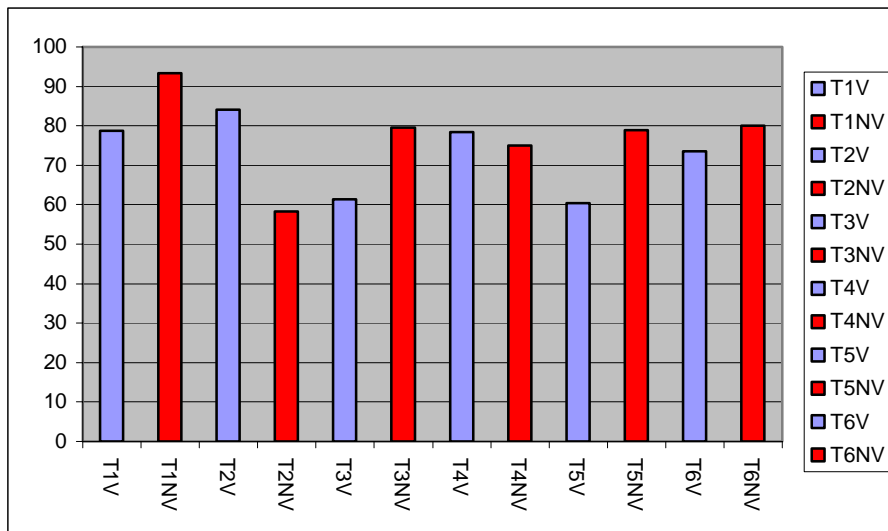
Great differences of the effectiveness could be found when comparing teachers between one another. As clearly demonstrated in the above Table 17, the variations between the effectiveness of verbal and nonverbal communications are clearly dependent on the teacher and the teacher's effectiveness in delivery. It also points to an interesting fact that

some teachers can achieve almost 100% effectiveness using only nonverbal communication. Using nonverbal communication was described in the theoretical part to be useful when dealing with uncooperative behaviour and its effectiveness was found to be very high with some teachers.

The verbal communication was also very effective. All teachers were 100 percent successful when dealing with at least two types of uncooperative behaviour. Nevertheless, comparing the success of the usage of verbal communication when dealing with talking, teacher 3 and teacher 5 were not really successful, as they did not even reach 50 percent of the decrease of the occurrence of talking. These teachers also did not have a great effectiveness of using nonverbal communication and the failure of their reactions could be the result of factors of indiscipline from chapter 5 in the theoretical part. Teachers 1 and 5's dealing with calling out was also similar to the previously mentioned teachers dealing with talking.

For an overall survey of the effectiveness of the usage of verbal and nonverbal communication I created a graph, which expressed the effectiveness of communication without the relation to concrete uncooperative behaviour. The differences among teachers are easily spotted.

Graph 5: Total effectiveness of teachers' verbal and nonverbal communication (dealing with off-task behaviour)



In the case of Teachers 1, 3 and 5, there is far greater effectiveness in using nonverbal communication with learners. Teacher 2 has far greater success using verbal communication as the winning strategy for stopping misbehaving learners. Teachers 4 and 6 have very similar success rates using both types of communication.

The second source of data about the effectiveness of verbal and nonverbal communication used for dealing with uncooperative behaviour was obtained from learners' questionnaires. As expressed earlier, learners only completed surveys based on the strategies they believed would work upon themselves. The results are described by using percentages; adding verbal and nonverbal signals does not reach 100 percent because all learners never chose the same strategies.

Nonverbal communication includes eye contact, the usage of proximity but also actions such as removing cheat sheets or taking objects or test during cheating. As it has been already discussed and stressed, the communication by actions is included in nonverbal communication and verbal considers combination of verbal and nonverbal.

To examine the effectiveness of nonverbal and verbal communication from the learners' perspective gives us a completely different insight into the communication channels. As demonstrated clearly in the graph below learners should stop misbehaving by using nonverbal communication receiving nonverbal communication.

Graph 6: Total teachers' effectiveness of verbal and nonverbal communication expressed by learners in percentages

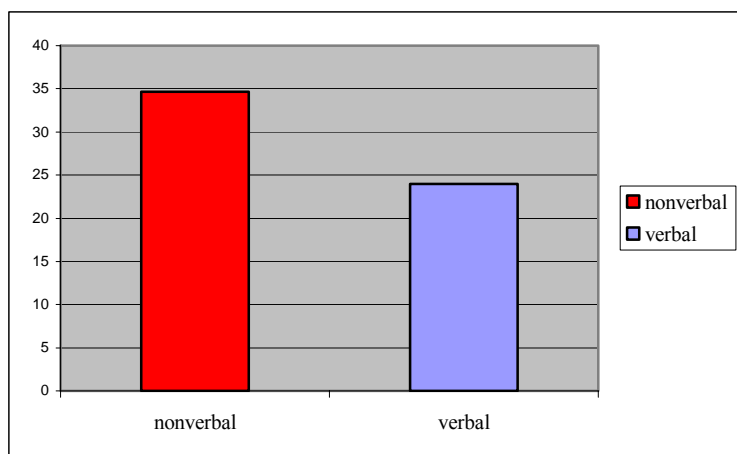


Table 18 demonstrates this to the reader very clearly. Most of the categories in Table 18 clearly demonstrate a desire for nonverbal communication. This gives us the insight that most learners in most situations would prefer the teacher not to use verbal communication. In the case of an uncooperative behaviour such as calling out and refusing to participate, this would not be the case; however, in the vast majority of cases, this is the preferred communication channel of learners when the teacher communicates with them.

Table 18: Teachers' effectiveness of verbal and nonverbal communication expressed by learners in percentages

	Nonverbal	Verbal
Talking	51	30
Calling out	22	28
Clowning	29	25
Refusing to participate	24	25
Leaving place without asking	32	23
Playing with objects	36	21
Playing games	39	20
Using mobile	43	22
Drawing	32	23
Doing something else (same subject)	32	27
Day dreaming	24	23
Cheating during tests	37	34
Reading magazines/books	46	18
Studying other subjects	35	19
Writing letters	38	21

The comparison of both the teachers' and the learners' ideas about the usage of verbal and nonverbal communication appears to be inevitable and bringing the information for teachers about how which communication seems to be the most effective with certain

uncooperative behaviour. An interesting finding from this research is that learners would rather a teacher use nonverbal communication as a method for stopping talking. Talking was one of the most frequent uncooperative behaviour and the strategies dealing with such behaviour are very important to be realised by teachers. Similarity in the preferred usage of nonverbal communication when dealing with disruptive calling out also occurred. All teachers except of the teacher 3 who used both verbal and nonverbal communication were more successful with dealing with such behaviour by using nonverbal communication. When examining the results from dealing with talking from Table 17 we can see that the teachers also find using nonverbal communication more effective than verbal communication. Nonverbal communication has an excellent success rate of 81% and verbal communication only 62%. This indicates that both learners' expectation of communication and teachers' communication methods are very much in tune, this may be down to learners being trained to behave in a certain way or to the teacher being in tune with the learners.

In the case of learners using other items such as mobiles, drawing, playing with objects and writing letters, the learners prefer very strongly that the teacher would use nonverbal communication such as taking the objects. This is expected to be a very effective method and the agreement between the learners' effectiveness with the teachers' effectiveness of nonverbal communication can be found. On the other hand, the tendency of using more verbal communication with some teachers when dealing with these types of uncooperative behaviour can be also spotted.

11. Conclusion

In response to thesis number one dealing with different effects on learners by teachers using the same strategies, research was carried out in order to establish the effectiveness of such an idea. Based upon my own teaching experience in conjunction with the suggestion from literature consulted in the theoretical part, proved that the same strategies used by the teacher when dealing with uncooperative behaviour can bring different results. The same techniques can thus bring various perceptions and influences to the learners. The need for being aware of learner's individuality, trying to respect and understand the learner appears to be inevitable when dealing with uncooperative behaviour. Similar results of the different effectiveness of strategies were found in the questionnaires. Similarities with the usage of a few strategies however, no obvious pattern was found.

Thesis number two dealing with immediate interventions used by the teacher in order to deal with uncooperative behaviour more effectively. Immediate intervention was found to be generally more successful than non immediate. Being aware of the misbehaviour from the start appears to be obtaining higher effectiveness when dealing with the behaviour. Never the less, no such results were obtained from the learners' questionnaires. This indicates the learners are unaware that immediate intervention is far more effective than non immediate and therefore entered these results into the learners questionnaires.

Thesis number three dealing with usage of punishment is effective when dealing with uncooperative behaviour. Teacher's usage of punishment including the usage of threats was limited; the most commonly used type of punishment was suggested to be verbal reprimand. The results from the observations and questionnaires suggested that punishment might be successful in dealing with uncooperative behaviour however this idea was not supported by the learners, as in the previous thesis.

Thesis number four deals with effectiveness of both verbal and nonverbal communication. Results show an agreement between the learners and the teachers as they both preferred nonverbal communication and its usage was more effective than verbal communication. The interesting finding from this study therefore reveals the strength of nonverbal communication with its advantages of dealing with the uncooperative behaviour without disrupting the rest of the learners with verbal comments. On the other hand, the difference of opinion between verbal and nonverbal communication was not great in most cases.

The differences in learners' perceptions of strategies, techniques but also different types of communication used by teachers in order to deal with uncooperative behaviour

strongly suggests that the teachers and learners are unique human beings who may react, perform and behave in various ways based on their own beliefs, expectations, their physical state etc. The focus on the humanistic view by trying to accept the others as whole persons and focus on understanding when dealing with misbehaviour of learners, teachers would be advised to follow the humanistic approach as it may increase the chances of achieving the desired result of a disciplined class.

12. Resumé

Problematika kázně se stává velice aktuálním tématem pro mnoho učitelů na školách. Tendence zhoršujícího se chování žáků je zmiňována mnoha učiteli a nutnost čelit kázeňským problémům se může stát každodenní realitou pro některé vyučující na školách. Chování žáků během vyučování, které žákům znemožňuje plně se věnovat náplni vyučovací hodiny a dosáhnout jejího cíle je zcela jistě situací, vyžadující aktivní přístup nejen ze strany učitele. Těžkosti při hledání strategií, které by úspěšně řešily kázeňské problémy během vyučování anglického jazyka z mé vlastní pedagogické praxe přispěly ke snaze věnovat se této problematice.

Hlavním cílem této práce je zaměření se na strategie a techniky užívané k řešení nevhodného chování žáků během hodin anglického jazyka spolu s jejich vlivem na žáky. Práce je rozdělena na dvě části, teoretickou a praktickou, které se zabývají tématem práce odlišným způsobem. Teoretická část je založena na podpoře literatury, s jejíž pomocí jsou vysvětleny základní termíny, preventivní opatření, faktory ovlivňující chování žáků, přístupy, strategie pro udržení kázně včetně diskutování užití pochvaly a trestu. Nedílnou součástí je také zmínění důležitosti jak verbální tak i neverbální komunikace pro eliminování kázeňských přestupků. Důležitost je kladena na pochopení, empatii a akceptování individuality žáka. Humanistický přístup je upřednostňován před ostatními a je zdůrazňován v této části.

Začátek teoretické práce je charakterizován vymezením kázně z různých pohledů, ale také zdůrazněním nejednotných charakteristik ukázněné třídy, opřených o vlastní představy, zkušenosti, očekávání učitelů. První kapitola je důležitá pro uvědomění si, že ne každý učitel bude také řešit kázeňské přestupky během vyučování stejným způsobem, neboť individuální chápání ukázněnosti, nutnosti řešit určité situace je závislé na úhlu pohledu a individualitě daného učitele.

Další kapitola pojednává o důležitosti pravidel a norem pro prevenci, ale i snazší řešení nevhodného chování. Zásady, které by měly být dodržovány pro efektivitu norem, způsoby stanovení pravidel jsou rovněž zmíněny v této kapitole.

Kapitola třetí zmiňuje tři různé přístupy, které se odrážejí ve způsobu řešení nevhodného chování na školách. Tyto přístupy jsou behaviorální, sociálně kognitivní a humanistické. Poslední přístup, který je mnou považován za velice přínosný se odráží v celém pojetí řešení kázeňských problémů v této práci. Objevuje se zde i kritika behaviourismu, jakožto přístupu, který se zabývá pouze vnějšími projevy chování a umožňuje manipulaci lidských jedinců formou modifikace chování. Myšlenky behaviourismu se přičií základnímu

chápání řešení nevhodného chování založeného na porozumění, empatii, lidském vztahu usilující o respektování se navzájem a uvědomění si jedinečnosti individuality druhého.

Pro porozumění vzniku kázeňských problémů je věnována následující kapitola zabývající se příčinou nekázně. Nekázeň je podle Harmera způsobena hned třemi faktory; příčina může být v žákovi samotném, ale i v učiteli či může být způsobena vlivem školy jako instituce (Harmer, 1991: p.249). Všechny tyto faktory mohou nepříznivě působit na vznik nežádoucího chování žáků v hodinách anglického jazyka a měla by jim být přisuzována důležitost, neboť uvědomění si počátku a příčin problémového chování je nezbytné pro jeho další řešení .

V návaznosti na předchozí kapitolu se dalším tématem , který se dostává do popředí stává prevence. Preventivní strategie, které mohou pomoci učitelům předejít nevhodnému chování žáků, které by znesnadňovalo jejich práci a snahu o neustálé spolupracující chování jsou zmíněny společně s hlavním důvodem zaobírání se prevencí, kterým je myšlenka Kyriacou a jiných: “ záměr na prevenci je vždy přínosnější a lepší než na řešení vzniklé situace” (Kyriacou, 1996, p: 103)

Nevhodné chování žáků, které je označováno jako nespolupracující se podle různých autorů rozděluje na jiné podskupiny nespolupracujícího chování. Vymezení rozdělení na rušivé a nerušivé chování je založeno na Cangelosioho pojetí o rozdělení nespolupracujícího chování. Problémy s přesným vymezením rušivého a nerušivého chování mohou někdy vznikat na základě jiného vnímání rušivého či nerušivého chování různými učiteli a žáky.

Předposlední kapitola se zabývá modifikací nespolupracujícího chování, užitím trestu a pochvaly za účelem změny chování žáků v hodinách anglického jazyka. Modifikace chování, která je založena na behavioristickém přístupu je jak již bylo řečeno vnímána negativně a mechanické manipulování s žáky založené pouze na vnějších projevech bez snahy porozumět a pomoci není akceptováno. Použití pochvaly a trestu bylo velmi podrobně rozpracováno právě behavioristy, kteří se tímto snažili o změnu chování žáků. Používání trestu , ale hlavně pochvaly není nicméně vůbec pokládáno za nepřijatelné. Užití pochvaly může žáka povzbudit, zvýšit sebedůvěru a motivaci pro další práci v hodinách. Výborný podporuje myšlenku užití pochvaly v podobě povzbuzení: Učitelé mohou pochválit úsilí žáků během vyučování (Výborný. 1956: p. 77).

Užití trestu rozhodně není v této práci doporučováno, nicméně pokud učitel nevidí jiné východisko pro řešení nespolupracujícího chování, trest v podobě odrazení žáka může být ojediněle užit. Preferován je takový trest, který je logickým následkem chování, které je

třeba změnit (Čáp,1987: p.300). Užití trestu by také mělo být spojeno se snahou porozumět druhému a přemýšlením o možných následcích jeho užití.

Poslední kapitola zmiňuje strategie, které jsou používány k řešení nespolupracujícího chování v hodinách anglického jazyka. Všechny strategie a doporučení nemohou být užívány univerzálně, neboť každý jednotlivec je jiný a tato jedinečnost by měla být akceptována. Praktické strategie, které učitelovi mohou pomoci vypořádat se s nespolupracujícím chováním mohou být například :1) okamžité řešení chování, 2) přerušení hodiny, 3) přesazení žáka, 4) změna aktivity, 5) diskuse 6) využití síly instituce (Harmer. 1991: p. 252-253).

Konkrétní individualita žáka musí být vždy brána v potaz a učitel jakožto partner by se měl snažit o porozumění a o vzájemné respektování se. Důležitost při řešení nespolupracujícího chování je kladena na snahu najít příčinu chování a snažit se vcítit se do osoby žáka a pochopit danou situaci z jiného úhlu pohledu.(Kalhous, Obst, 1998:p. 144, 145). Při řešení učitelovi mnohdy postačí pouze neverbální komunikace, například užití očního kontaktu, proxemiky nebo gest. Verbální komunikace má rovněž svoji důležitost při řešení nevhodného chování žáků; učitel verbálně působí na žáka, pracuje se svým hlasem a může řešit chování žáka rovněž za pomoci rozhovoru, diskuse či vyjednávání.

Praktická část se snaží navázat na teoretickou a ověřit některé předpoklady, které jsou zmíněny v části teoretické. Snahou o zmapování strategií a technik užitých k řešení nevhodného chování žáků společně s jejich efektivností je zaobíráno v této části. Praktická část je založena na výzkumu, který byl prováděn na dvou základních školách v Praze. Šest učitelů společně s šesti třídami bylo zapojeno do výzkumu, což není příliš reprezentativní vzorek pro výzkum, nicméně nastavené metody výzkumu se uplatnily při snaze zjistit nejefektivnější strategie pro zajištění kázně v hodinách anglického jazyka. Pro širší platnost hypotéz by výzkum měl být založen na výzkumu více škol i mimo Prahu.

Metody výzkumu byly zvoleny dotazník a pozorování hodin anglického jazyka. Pozorovací arch obsahoval různé nespolupracující chování a cílem bylo zmapovat strategie, které způsobí, že se dané chování zastaví a již se u stejného žáka či žáků neobjeví ve sledované hodině. Dotazníky použité pro výzkum byly 1) dotazník určen pro žáky na zjištění jejich přesvědčení o pro ně nejefektivnějších strategiích uplatňujících se při řešení nespolupracujícího chování a zároveň o určení strategií, které by měly být použity vždy bezprostředně po výskytu nevhodného chování, 2) dotazník určen pro učitele anglického jazyka za účelem zaměření se na problematiku trestů, jakožto nástroje řešení nespolupracujícího chování v hodinách. Dotazník byl vypracován na základě observace

hrozeb bez následného trestání v hodinách, což mohlo být způsobeno snahou vyhnout se jejich užití.

Před započítáním výzkumu byly stanoveny čtyři základní hypotézy: 1) Stejně strategie učitelů nemají stejný efekt na všechny žáky, 2) Okamžité strategie jsou neúčinnější, 3) Hrozby a trest jsou efektivní strategie při řešení nespolutracujícího chování a 4) Verbální a neverbální signály jsou obojí účinné při řešení nespolutracujícího chování.

První hypotéza bylo založena na předpokladu různosti žáků a nutnosti individuálního přístupu ke každému jedinci. Hypotéza se částečně potvrdila, neboť v mnoha případech stejná strategie způsobila u části žáků zastavení a opětovné neobjevení se stejného chování během hodiny, nicméně u dalších žáků byla strategie neúspěšná. Různosti ve vlivu stejných strategií na jednotlivé žáky nebyly pozorovány pouze mezi různými učiteli, ale v rámci stejné vyučovací hodiny u stejného učitele. Nicméně určité podobnosti ve vlivu na žáky bylo při řešení částečně zpozorováno. Žáci rovněž potvrdili moji hypotézu, neboť i oni vykazovali rozdílné představy o efektivitě daných strategií.

Druhá hypotéza zabývající se nutností okamžitých intervencí měla za výsledek protichůdné závěry ze stran učitelů a žáků. Pozorování odhalilo vyšší účinnost strategií, pokud byly použity bezprostředně po vzniku nespolutracujícího chování. Nejednalo se vždy o sto procentní zastavení nevhodného chování, nicméně okamžité intervence byly celkově účinnější u většiny učitelů; pouze dvě vyučující anglického jazyka z celkových šesti neprokázaly vyšší účinnost okamžitých strategií. Žáci, v rozporu s učiteli nepoukazovali na nutnost okamžitých intervencí. Hypotéza se ze strany učitelů opět částečně potvrdila.

Další hypotéza se zabývala užitím hrozeb a trestů v hodinách anglického jazyka. Podobně jako v předchozí hypotéze se objevil rozpor mezi učiteli a žáky. Hrozby byly vyzpozorovány během vyučování v minimálním počtu a jejich efektivita dosáhla dokonce sta procent ,při snaze zamezit rušivému mluvení. Z výsledků dotazníků žáci neprokázali vysokou účinnost trestů při řešení případů nespolutracujícího chování. Podobná situace nastala při zkoumání trestu, kdy učitel dosáhl požadovaného efektu, nicméně žáci opět neoznčili užití trestu být vysoce přínosné. Potvrzení hypotézy se ze strany učitelů potvrdilo, nicméně žáci tuto účinnost negovali.

Poslední hypotéza týkající se efektivit verbální a neverbální komunikace prokázala účinnost obou při řešení nespolutracujícího chování. Výsledky dotazníků od žáků rovněž ukazují, že jak verbální, tak i neverbální komunikace může zamezit výskytu nevhodného chování žáků během hodin. Zajímavé bylo zjištění, že nonverbální komunikace byla celkově

efektivnější než verbální komunikace doprovázená neverbální, což může být překvapivý závěr pro učitele, kteří se spoléhají více na verbální komunikaci.

Práce zaměřená na palčivé téma mnoha současných učitelů, kterým je udržování kázně v hodinách anglického jazyka prokázala, že důležitou roli při snaze vypořádat se s nevhodným chováním hraje znalost žáků, jejich porozumění a jejich respektování. Mechanické užití strategií tedy nemusí vždy přinést žádoucí efekt na všechny žáky, což bylo dokázáno v části praktické. Strategie a doporučení, které mohou pomoci při udržování kázně by měly být konsistentně dodržovány a aplikovány na základě znalostí studentů, ale také uvědomění si vlastních preferencí. Různost ve výsledcích z praktické části podporují myšlenku, že efektivita jakýchkoliv strategií včetně užití trestu přináší mnohdy protichůdné vlivy na žáky. Uvědomění si vlastních nedostatků založených například na nevyžadování dodržování norem, nedostatečnou přípravu atd. společně se snahou porozumět druhým, naslouchat, jsou cestou, jak se aktivně podílet na zamezení vzniku anebo řešení již vzniklých kázeňských problémů žáků.

13. Bibliography

Bellack S. Alan, Heren Michel.1977. *Behavior Modification*. New York: Oxford University press

Bendl, Stanislav.1998. *Strašidlo nekázně*. Praha: TH.

---.2001. *Školní kázeň*. Praha:ISV

Cangelosi James S.1994. *Strategie řízení třídy*. Praha: Portál.

---. 1988.*Classroom management strategies*. NY: Longman.

Celce-Murcia. 1991. *Teaching English as a second or foreign language*. Boston: Heinle and Heinle publishers.

Čáp Jan, Mareš Jiří. 2001. *Psychologie pro učitele*.Praha: Portál

Čáp Jan. 1987. *Psychologie pro učitele*. Praha: SPN.

Davies Paul, Pearse, Eric. 2000. *Success in English teaching*. Oxford: Oxford University press.

Dobson James.1977. *Dare to discipline*. NY: Bonton Books

Fontana David. 1997. *Psychologie ve školní praxi*. Praha: Portál

Gavora Peter. 2000. *Úvod do pedagogického výzkumu*. Brno:Paido.

Harmer, Jeremy.1991. *The practice of English language teaching*. NY: Longman.

---.1998. *How to teach English*. Edinburgh: Longman.

Chase, Clinton.1974. *Expanding the roles for educational psychology*. Bloomington: Indiana University.

Johnson Karen. 1995. *Understanding communication in second language classrooms*. Cambridge: University press.

Johnson W. David. 1979. *Educational psychology*. Englewood Cliffs: Prentice-Hall.

Kalhous Zdeněk, Obst Otto. 1998. *Školní didaktika*. Olomouc: University of Palacky.

Kohoutek, Rudolf a kol. 1996. *Základy pedagogické psychologie*. Brno: Cerm

Kyriacou Chris. *Klíčové dovednosti učitele*. Portál. Praha 1996

Langová Marta, Vacínová Marie. 1994. *Jak se to chováš?* Praha: Empatie.

Výborný, František. 1958. *O výchově dětí ke kázni*. Praha: SPN.

Lier Leo van. 1988. *The classroom and the language learner*. Longman UK

Mareš Jiří, Křivohlavý Jaro. 1989. *Sociální a pedagogická komunikace ve škole*. Praha: SPN.

Martin Garry, Pear, Joseph. 1992. *Behavior modification*. New Jersey: Prentice-Hall

Masaryk Tomáš Garrigue. 1990. *O škole a vzdělání*. Praha: SPN .

Matějčíček Zdeněk. *Po dobrém nebo po zlém*. SPN Praha 1968.

Mullerová Stanislava. 2002. *Komunikace ve škole*. Liberec: Technical university.

Neville Bennet and Clive Cardo. 1993. *Learning to teach*. Oxford: Routledge.

Nováková Alice. 2004. *Discipline in ELT*. Pardubice: University of Pardubice.

Ondráček, Petr. 2003. *Františku, přestaň konečně zlobit, nebo...* Praha: ISV.

Pařízek, Vlastimil. 1990. *Učitel v nezvyklé školní situaci*. Praha: SPN

Petty Geoffrey. 1996. *Moderní vyučování*. Praha: Portál

Rotterová, Božena. 1973. *Kázeň a problematika jejího utváření*. Praha: UK.

Sadker Myra Pollack. 1991. *Teachers, schools and society*. NY: McGraw-Hall.

Schneiderová Anna. 2003. *Pedagogická komunikace*. Ostrava: Ostrava University.

Uher Jan. 1924. *Problém Kázně*. Praha: Dědictví Komenského

Underwood, Mary. 1987. *Effective class management*. NY: Longman

Ur, Penny. 1996. *A course in language teaching*. Cambridge: Cambridge University Press

Vališová Alena a kol.. 1999. *Autorita ve výchově*. Praha: Karolinum

Vlček Bořivoj, Vlček Miloslav. 2004. *Komunikace a interakce ve výchovně vzdělávacím procesu*. Ostrava: Ostrava University.

Internet sources:

Bandura Albert. 1999. *Social cognitive Theory*. Updated 11.1. 1999. [viewed 13. 2. 2005]
<http://www.med.usf.edu/~kmbrown/SCT-Interactive-handout.htm>

Authority-definition of authority by the free online dictionary, thesaurus and encyclopedia. 2005. [viewed 10. 2. 2005]. (<http://www.thefreedictionary.com/authority>)

14. Appendix

Appendix 1: Observation sheet- Off task behavior during ELT

Appendix 2: Learners' questionnaire

Appendix 3: Questionnaire for English teachers

Appendix 4: Results of learners' questionnaires in %

Appendix 5: Results of learners' questionnaires with immediate interventions

Appendix 6: Final table- The Amount and the effectiveness of teachers' interventions

Appendix 2: Learners' questionnaire

Dotazník

Řešení nespolupracujícího chování v hodinách anglického jazyka

Věk- _____

Instrukce k otazníku: Dotazník obsahuje příklady nespolupracujícího chování v hodinách a také způsoby jejich řešení. Strategie, která nebo které jsou podle **Tvého** názoru účinné, označ křížkem. Strategie, které jsou vhodné jen, pokud je učitel provede ihned, označ ještě písmenem I. V případě jiné nebo jiných strategií, které jsou podle Tvého názoru účinné, je vypiš na poslední řádek.

(Příklad: Přestaneš hovořit když učitel pohrozí trestem, vyvolá Tě anebo ihned poté, co se začneš bavit Tě zvýšeným hlasem upozorní, že Tě ruší. Tvé zaškrtnuté odpovědi budou vypadat následovně:

X Učitel pohrozí trestem X Učitel vyvolá žáka IX Učitel zvýšeným hlasem upozorní žáka, že ho ruší

Zaškrtni křížkem anebo zaškrtni spolu s užitím písmena I strategie, které způsobí, že přestaneš (TY) během vyučování

1) hovořit (diskuze k tématu, úkolech se nepočítají)

Učitel se dívá na žáka	Učitel žáka vyvolá
Učitel se k žákovi přiblíží	Učitel žáka vyzkouší
Učitel se k žákovi přiblíží a dívá se na něj	Učitel zadá písemnou práci
Učitel žákovi vysvětlí nevhodnost chování	
Učitel sykavým zvukem upozorní žáka, aby se ztišil	Učitel pohrozí testem
Učitel slovy upozorní žáka, že ho ruší	Učitel pohrozí zápisem do žákovské knížky
Učitel zvýšeným hlasem upozorní žáka, že ho ruší	Učitel pohrozí zkoušením
Učitel zadá nový úkol	Učitel zapíše poznámku do žákovské knížky

2) vykřikovat

Učitel se dívá na žáka	Učitel žáka vyvolá
Učitel se k žákovi přiblíží	Učitel žáka vyzkouší
Učitel se k žákovi přiblíží a dívá se na něj	Učitel zadá písemnou práci
Učitel žákovi vysvětlí nevhodnost chování	Učitel pohrozí testem
Učitel upozorní žáka, že ho ruší	Učitel pohrozí zápisem do žákovské knížky
Učitel zvýšeným hlasem upozorní žáka, že ho ruší	Učitel pohrozí zkoušením
Učitel zadá nový úkol	Učitel zapíše poznámku do žákovské knížky

3) hrát si s předměty

Učitel se dívá na žáka	Učitel žáka vyvolá
Učitel se k žákovi přiblíží	Učitel žáka vyzkouší
Učitel se k žákovi přiblíží a dívá se na něj	Učitel zadá písemnou práci
Učitel žákovi vysvětlí nevhodnost chování	Učitel pohrozí testem
Učitel předmět odebere	
Učitel upozorní žáka, že ho ruší	Učitel pohrozí zápisem do žákovské knížky
Učitel zvýšeným hlasem upozorní žáka, aby přestal	Učitel pohrozí zkoušením
Učitel zadá nový úkol	Učitel zapíše poznámku do žákovské knížky

4) hrát hry (se spolužáky)

Učitel se dívá na žáka	Učitel žáka vyvolá
Učitel se k žákovi přiblíží	Učitel žáka vyzkouší
Učitel se k žákovi přiblíží a dívá se na něj	Učitel zadá písemnou práci
Učitel žákovi vysvětlí nevhodnost chování	Učitel pohrozí testem
Učitel zabaví hrací pomůcky	Učitel pohrozí zápisem do žákovské knížky
Učitel upozorní žáka, aby přestal	Učitel pohrozí zkoušením

Učitel zvýšeným hlasem upozorní žáka, aby přestal Učitel zadá nový úkol	Učitel zapíše poznámku do žákovské knížky
5) používat mobilní telefon Učitel se dívá na žáka Učitel se k žákovi přiblíží Učitel se k žákovi přiblíží a dívá se na něj Učitel žákovi vysvětlí nevhodnost chování Učitel telefon odebere Učitel upozorní žáka, aby přestal Učitel zvýšeným hlasem upozorní žáka, aby přestal Učitel zadá nový úkol	Učitel žáka vyvolá Učitel žáka vyzkouší Učitel zadá písemnou práci Učitel pohrozí testem Učitel pohrozí zápisem do žákovské knížky Učitel pohrozí zkoušením Učitel zapíše poznámku do žákovské knížky
6) kreslit Učitel se dívá na žáka Učitel se k žákovi přiblíží Učitel se k žákovi přiblíží a dívá se na něj Učitel žákovi vysvětlí nevhodnost chování Učitel odebere pomůcky ke kreslení Učitel upozorní žáka, aby přestal Učitel zvýšeným hlasem upozorní žáka, aby přestal Učitel zadá nový úkol	Učitel žáka vyvolá Učitel žáka vyzkouší Učitel zadá písemnou práci Učitel pohrozí testem Učitel pohrozí zápisem do žákovské knížky Učitel pohrozí zkoušením Učitel zapíše poznámku do žákovské knížky
7) věnovat jiné činnosti ze stejného předmětu Učitel se dívá na žáka Učitel se k žákovi přiblíží Učitel se k žákovi přiblíží a dívá se na něj Učitel žákovi vysvětlí nevhodnost chování Učitel upozorní žáka, že se nenaučí probíranou látku Učitel upozorní žáka, aby přestal Učitel zvýšeným hlasem upozorní žáka, aby přestal Učitel zadá nový úkol	Učitel žáka vyvolá Učitel žáka vyzkouší Učitel zadá písemnou práci Učitel pohrozí testem Učitel pohrozí zápisem do žákovské knížky Učitel pohrozí zkoušením Učitel zapíše poznámku do žákovské knížky
8) předvádět se Učitel se dívá na žáka Učitel se k žákovi přiblíží Učitel se k žákovi přiblíží a dívá se na něj Učitel žákovi vysvětlí nevhodnost chování Učitel upozorní žáka, že ho ruší Učitel zvýšeným hlasem upozorní žáka, že ho ruší Učitel zadá nový úkol	Učitel žáka vyvolá Učitel žáka vyzkouší Učitel zadá písemnou práci Učitel pohrozí testem Učitel pohrozí zápisem do žákovské knížky Učitel pohrozí zkoušením Učitel zapíše poznámku do žákovské knížky
9) myslet na něco jiného po delší dobu (denní snění) Učitel se dívá na žáka Učitel se k žákovi přiblíží Učitel se k žákovi přiblíží a dívá se na něj Učitel žákovi vysvětlí nevhodnost chování Učitel upozorní žáka, aby začal spolupracovat Učitel zvýšeným hlasem upozorní žáka, aby pracoval Učitel zadá nový úkol	Učitel žáka vyvolá Učitel žáka vyzkouší Učitel zadá písemnou práci Učitel pohrozí testem Učitel pohrozí zápisem do žákovské knížky Učitel pohrozí zkoušením Učitel zapíše poznámku do žákovské knížky

10) odmítat podílet se na činnosti v hodině

Učitel se dívá na žáka	Učitel žáka vyvolá
Učitel se k žákovi přiblíží	Učitel žáka vyzkouší
Učitel se k žákovi přiblíží a dívá se na něj	Učitel zadá písemnou práci
Učitel žákovi vysvětlí nevhodnost chování	Učitel pohrozí testem
Učitel upozorní žáka, že by měl pracovat	Učitel pohrozí zápisem do žákovské knížky
Učitel zvýšeným hlasem upozorní žáka, aby se pracoval	Učitel pohrozí zkoušením
Učitel zadá nový úkol	Učitel zapíše poznámku do žákovské knížky

11) podvádí během testů

Učitel se dívá na žáka	Učitel test sebere
Učitel se k žákovi přiblíží	Učitel se k žákovi přiblíží a dívá se na
Učitel žákovi vysvětlí nevhodnost chování	Učitel před testem zkontroluje lavice
Učitel upozorní žáka, aby přestal	Učitel žáka přesadí
Učitel zvýšeným hlasem upozorní žáka, aby přestal	
Učitel upozorní žáka, že test bude nedostatečný	

12) číst časopisy, knihy

Učitel se dívá na žáka	Učitel žáka vyvolá
Učitel se k žákovi přiblíží	Učitel žáka vyzkouší
Učitel se k žákovi přiblíží a dívá se na něj	Učitel zadá písemnou práci
Učitel žákovi vysvětlí nevhodnost chování	Učitel pohrozí testem
Učitel časopis nebo knihu odebere	Učitel pohrozí zápisem do žákovské knížky
Učitel zvýšeným hlasem upozorní žáka, aby přestal	Učitel pohrozí zkoušením
Učitel zadá nový úkol	Učitel zapíše poznámku do žákovské knížky

13) studovat jiný předmět

Učitel se dívá na žáka	Učitel žáka vyvolá
Učitel se k žákovi přiblíží	Učitel žáka vyzkouší
Učitel se k žákovi přiblíží a dívá se na něj	Učitel zadá písemnou práci
Učitel žákovi vysvětlí nevhodnost chování	Učitel pohrozí testem
Učitel upozorní žáka, že to poví příslušnému učiteli	Učitel pohrozí zápisem do žákovské knížky
Učitel upozorní žáka, aby přestal	Učitel pohrozí zkoušením
Učitel zvýšeným hlasem upozorní žáka, aby přestal	Učitel zapíše poznámku do žákovské knížky
Učitel zadá nový úkol	
Učitel zabaví materiály	

14) psát dopisy

Učitel se dívá na žáka	Učitel žáka vyvolá
Učitel se k žákovi přiblíží	Učitel žáka vyzkouší
Učitel se k žákovi přiblíží a dívá se na něj	Učitel zadá písemnou práci
Učitel žákovi vysvětlí nevhodnost chování	Učitel pohrozí testem
Učitel odebere dopis	
Učitel odebere dopis a veřejně ho přečte	Učitel pohrozí zápisem do žákovské knížky
Učitel upozorní žáka, aby přestal	Učitel pohrozí zkoušením
Učitel zvýšeným hlasem upozorní žáka, aby přestal	Učitel zapíše poznámku do žákovské knížky
Učitel zadá nový úkol	

15) odcházet z místa bez dovození (netýká se to činností, kdy se žáci mohou pohybovat po třídě)

Učitel se dívá na žáka	Učitel žáka vyvolá
Učitel se k žákovi přiblíží	Učitel žáka vyzkouší

Učitel se k žákovi přiblíží a dívá se na něj

Učitel žákovi vysvětlí nevhodnost chování

Učitel upozorní žáka, aby se vrátil na místo

Učitel zvýšeným hlasem upozorní žáka, aby se vrátil na místo

Učitel pohrozí zkoušením

Učitel zadá nový úkol

Učitel zadá písemnou práci

Učitel pohrozí testem

Učitel pohrozí zápisem do žákovské knížky

Učitel zapíše poznámku do žákovské knížky

Děkujeme za vypracování dotazníku.

Appendix 3: Questionnaire for English teachers

Dotazník pro učitele anglického jazyka

Užití trestů v hodinách anglického jazyka

Jméno učitele- _____

Škola- _____

Datum- _____

Instrukce k dotazníku: Zakroužkujte, prosím, Vámi zvolenou jednu, či více odpovědí z daných možností. V případě, že nebudete souhlasit z žádnou z navržených variant, napište Váš návrh nebo návrhy na volné řádky. U **každé** otázky můžete zakroužkovat **libovolný** počet odpovědí. U otázek bez daných variant, napište, prosím, Váš názor.

- 1) Užíváte tresty v hodinách anglického jazyka?
 - a) ano
 - b) ne

- 2) Které tresty užíváte? Pokud tresty vůbec v hodinách neuvžíváte, přejděte na otázku číslo 7.
 - a) Pokárání
 - b) Zadání úkolu navíc
 - c) Zapsání poznámky do žákovské knížky
 - d) Nechávání studenta stát
 - e) Zesměšňující poznámky o studentovi
 - f) Opisování textu studenty
 - g) Vyzkoušení žáka
 - h) Zadání testu
 - i) Zadání hromadného trestu (i pro žáky, kteří se chovají dobře)
 - j) Vyloučení žáka ze třídy
 - k) Izolování studenta ve třídě (například do rohu místnosti)
 - l) Znemožnění žákovi podílet se na určitých aktivitách (hry)
 - m) Symbolický trest (černý puntík,...)
 - n) _____
 - o) _____
 - p) _____
 - q) _____

- 3) Které z předcházejících trestů užíváte nejčastěji? Pět nejvíce užívaných trestů z předchozího dotazu seřadte podle frekvence užití od nejvíce používaného (číslo 1) po nejméně užívaný (číslo 5). Za čísla 1-5 vypište pouze písmena označující tresty (předchozí dotaz).

1 _____
2 _____
3 _____
4 _____
5 _____

- 4) Se kterými z následujících výroků souhlasíte?
- a) Tresty se užívají tehdy, když ostatní strategie selžou
 - b) Tón hlasu při ukládání trestu musí vyjadřovat nesouhlas s chováním žáka
 - c) Trest musí být v souladu s politikou školy
 - d) Trest musí být pro žáka nepříjemný
 - e) Trest nesmí být ukládán často
 - f) Trest může zničit dobrý vztah mezi učitelem a žákem
 - g) Žáci musí vnímat trest jako spravedlivý
 - h) Žáci někdy začnou užívat strategie k vyhnutí se trestu (lhaní)
 - i) Tresty jsou prevencí výskytu stejného nebo podobného nevhodného chování u ostatních žáků
 - j) Trest by měl být přiměřený přečinu žáka
 - k) Důvod trestu musí být žákovi vysvětlen či znám

Appendix 4: Results of learners' questionnaires in %
(Learners' perceptions about the most effective strategies)

	Looking at learner	Getting closer	Looking and getting closer	Teacher takes objects	Teacher takes test	Checking the tables before the test	Explaining the inappropriateness of behaviour	Informing with "Sh" Sound	Informing the learner of the interruption	Raising voice while informing the learner	Giving the learner a new task	Making learner continue current activity	Oral testing of the learner	Giving a test	Threatening with a test	Threatening with reporting in learner book	Threatening with oral testing	Reporting in the learners' book	Teacher informs learners they will not learn anything	Teacher tells learner to start working	Teacher informs the learners they will fail
Talking	66	34	52				17	38	34	48	34	38	21	24	24	31	34	17			
Calling out	24	17	24				21		45	62	21	28	17	14	28	28	28	17			
Clowning	31	28	28				24		45	48	28	14	17	14	21	28	17	24			
Refusing to participate	21	21	31				14			45	31	10	21	10	24	31	28	21		38	
Leaving place without asking	34	28	34				14		10	14	21	10	10	14	24	24	28	17			
Playing with objects	24	17	38	66			17		10	55	24	14	10	3	24	28	31	17			
Playing games	28	28	41	59			17		7	41	17	10	21	14	24	21	28	21			
Using mobile	38	31	38	66			28		10	28	21	10	17	14	31	34	24	24			
Drawing	21	21	38	48			21		14	31	31	24	10	7	31	24	31	24			
Doing something else(also English)	41	21	34				24			41	34	28	17	10	24	28	34	21	31		
Day dreaming	24	24	24				17		10	38	24	28	14	14	17	31	21	28		31	
Cheating during tests	34	24	41		66	21	14			38										10	62
Reading magazines/books	31	24	48	79			14		14	24	17	10	17	7	28	28	17	21			
Studying other subjects	28	21	41	52			17			41	24	14	17	10	10	24	10	21			
Writing letters	28	24	38	62			17			21	28	17	17	10	24	31	14	24			

Appendix 5: Results of learners' questionnaires with immediate interventions

<i>Dealing with uncooperative behaviour</i>	Looking at learner	Getting closer	Looking and getting closer	Explaining the inappropriateness of behaviour	Informing with "Sh" Sound	Informing the learner of the interruption	Raising voice while informing the learner	Giving the learner a new task	Making learner continue current activity	Oral testing of the learner	Giving a test	Threatening with a test	Threatening with reporting in learners' book	Threatening with oral testing	Reporting in the learners' book	Teacher takes the object/games/magazines & books/drawing equipment/mobile	Teacher informs learner he/she will not learn anything	Teacher tells learner to start working	Teacher takes test	Teacher informs the learners they will fail	
<i>Uncooperative behaviour</i>																					
Talking	19/9	10/5	15/8	5/2	11/8	10/3	14/6	10/3	11/6	6/3	7/4	7/2	9/2	10/5	5/2	x	x	x	x	x	x
Calling out	7/5	5/2	7/5	6/2	x	13/7	18/8	6/3	8/4	5/2	4/2	8/4	8/3	8/3	5/2	x	x	x	x	x	x
Clowning	9/3	8/5	8/6	7/0	x	13/4	14/5	8/4	4/0	5/2	4/1	6/1	8/2	5/1	7/4	x	x	x	x	x	x
Refusing to participate	6/2	6/2	9/5	4/2	x	x	13/5	9/5	3/1	6/0	3/0	7/1	9/4	8/1	6/2	x	x	11/4	x	x	x
Leaving place without asking	10/3	8/3	10/6	4/1	x	3/1	4/1	6/3	3/1	3/1	4/1	7/2	7/1	8/2	5/2	x	x	x	x	x	x
Playing with objects	7/2	5/2	11/8	5/2	x	3/0	16/6	7/3	4/3	3/3	1/1	7/3	8/2	9/5	5/2	19/12	x	x	x	x	x
Playing games	8/3	8/2	12/7	5/1	x	2/0	12/3	5/1	3/2	6/4	4/3	7/3	6/3	8/3	6/3	17/10	x	x	x	x	x
Using mobile	11/2	9/3	11/5	8/2	x	3/0	8/4	6/2	3/1	5/2	4/2	9/2	10/3	7/1	7/1	19/9	x	x	x	x	x
Drawing	6/2	6/2	11/5	6/2	x	4/2	9/4	9/3	7/3	3/1	2/1	9/3	7/3	9/1	7/2	14/7	x	x	x	x	x
Doing something else(also English)	12/3	6/4	10/5	7/2	x	x	12/4	10/4	8/4	5/3	3/2	7/2	8/3	10/1	6/3	x	9/3	x	x	x	x
Day dreaming	7/3	7/3	7/3	5/3	x	3/1	11/5	7/3	8/6	4/2	4/1	5/1	9/3	6/2	8/3	x	x	9/3	x	x	x
Cheating during tests	10/4	7/4	12/7	4/0	x	x	11/3	x	x	x	x	x	x	x	x	x	x	3/0	19/6	18/10	18/10
Reading magazines/books	9/3	7/3	14/6	4/1	x	4/1	7/3	5/2	3/2	5/1	2/0	8/1	8/2	5/1	6/3	23/12	x	x	x	x	x
Studying other subjects	8/2	6/2	12/7	5/0	x	x	12/5	7/4	4/1	5/0	3/0	3/1	7/2	3/1	6/2	15/6	x	x	x	x	x
Writing letters	8/2	7/2	11/6	5/1	x	x	6/2	8/3	5/2	5/2	3/1	7/1	9/2	4/2	7/3	18/10	x	x	x	x	x

(First number represents the amount of learners who chose that strategy; second number the need of immediate interventions)

Appendix 6: Final table- The Amount and the effectiveness of teachers' interventions

C-the amount of interventions, RC- Repeated intervention
 I- Immediate interventions, RI- Repeated immediate interventions
 T1-6- Teachers 1-6

	T1				T2				T3				T4				T5				T6			
	C	RC	I	RI	C	RC	I	RI	C	RC	I	RI	C	RC	I	RI	C	RC	I	RI	C	RC	I	RI
Talking																								
Looking at the learner			1	0					7	4	3	2			2	0	2	2	1	0			1	0
Getting closer to the learner			1	0	1	0			5	3							4	2						
Getting closer+looking at the learner									4	1					1	0								
Finger in front of mouth							4	0															1	0
Making a noise																	1	1	1	0				
Making sh sound +looking at the learner	2	1	4	2			6	4	1	0					1	0	6	4	2	2			6	2
Calling name							2	1	2	2					7	3	4	4	3	3			3	1
Explaining the inappropriateness									2	2			1	0										
Using raising voice while informing learner	2	1	4	1			2	0	5	3	2	1					6	4	6	4			1	1
Making learner continue class work	4	2			1	0			10	4	1	0					10	7	2	1	1	0		
New task	1	0					1	0	6	4					1	0	7	3			5	2	1	0
New task + getting closer+looking at learner	2	2	1	0					4	3	1	0							1	0				
Lowering voice			1	0																				
Threatening with a test					1	0											1	0						
Ironic comment	1	0																						
Ignoring learner	1	0							7	5			3	2			5	3			1	0		
Calling out																								
Looking at the learner	1	0					3	0	3	2	3	1					1	0						
Getting closer to the learner															1	0	1	0						
Putting finger in front of mouth							5	2																
Making "sh" sound	2	1	2	1							3	2			2	0	3	2	4	3			2	0
Calling name	2	2	2	2	0	0	3	2	2	0														
Explaining the inappropriateness							4	1	1	1					2	0							1	0
Using raising voice while informing learner	3	1					8	3			1	0							1	0				
Making learner continue class work																	2	1						
Giving a task	1	0																			1	0		
Threatening with a test					4	2	1	0																
Ignoring learner	1	0							5	3	0	0	1	0			5	4			4	1		
Clowning																								
Looking at the learner			1	0																				
Getting closer + looking at the learner	1	1	1	0																	1	0		
Using raising voice while informing learner			1	0																				
New task																					1	0		
Ignoring learner																	1	0						
Leaving place without asking																								
Looking at the learner															1	1	1	0					1	0

ÚDAJE PRO KNIHOVNICKOU DATABÁZI

Název práce	Strategie a Techniky určené k udržování kázně
Autor práce	Jana Bechová
Obor	Učitelství anglického jazyka
Rok obhajoby	2005
Vedoucí práce	Doc. PhDr. Michaela Píšová, M.A., Ph.D.
Anotace	Práce se zabývá řešením kázeňských problémů v hodinách anglického jazyka včetně uvedení do problematiky užívání odměny a trestu. Důraz je kladen na humanistický přístup.
Klíčová slova	Kázeň Řešení kázeňských problémů Nespolupracující chování

