

**UNIVERZITA PARDUBICE
FAKULTA FILOZOFICKÁ**

FRONTAL TEACHING IN EFL CLASSES

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THESIS

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**UNIVERZITA PARDUBICE
FAKULTA FILOZOFICKÁ
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**FRONTÁLNÍ VYUČOVÁNÍ
V HODINÁCH ANGLICKÉHO JAZYKA**

DIPLOMOVÁ PRÁCE

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Abstract

This thesis focuses on frontal teaching in EFL Classes. The first part of the thesis describes the specification of frontal teaching, its potential and limitations. The author describes the use of frontal teaching in relation to aims, types and phases of activities. The thesis further deals with roles of the teacher, learner and learning material in relation to frontal teaching. The next part concentrates on classroom interaction, especially the interaction in frontal teaching and aspects connected with it. The last chapter of the theoretical part concentrates on teacher's beliefs, especially beliefs in teaching and learning. The practical part consists of two researches and one interview. In the first research, the author tries to find out the proportional representation of frontal teaching and different organisational forms. The second research concentrates on the use of frontal teaching with different types of activities and the functionality of frontal teaching with these types of activities and effectiveness of frontal teaching activities in relation to aims of English language teaching.

Abstrakt

Tato diplomová práce se soustředí na frontální vyučování v hodinách anglického jazyka. První část diplomové práce popisuje specifika frontálního vyučování, jeho potenciál a limitace. Autor popisuje použití frontálního vyučování ve vztahu k cílům, typům a fázím aktivit. Tato diplomová práce dále pojednává o rolích učitele, žáka a vyučovacích materiálů ve vztahu k frontálnímu vyučování. Další část se soustředí na interakci ve třídě, konkrétně na interakci ve frontálním vyučování a aspekty s ní související. Poslední kapitola teoretické části se soustředí na názory a přesvědčení učitele, zejména na jeho názory na vyučování a učení se. Praktická část obsahuje dva výzkumy a jeden rozhovor. V prvním výzkumu se autor snaží zjistit proporcionální zastoupení frontálního vyučování a ostatních organizačních forem. Druhý výzkum se soustředí na použití frontálního vyučování s různými typy aktivit a na funkčnost frontálního vyučování s těmito typy aktivit a na efektivitu frontálního vyučování ve vztahu k cílům výuky anglického jazyka.

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1. Introduction

The thesis focuses on frontal teaching in English classes. The reasons for writing this paper are based on my personal experience. When I attended basic school and later grammar school, the most frequently used organisational form during the English classes was frontal teaching. It was not only this experience that made me think about this topic. Mainly, I started to think about organisational forms during my teaching practice observations and my own teaching practice. I found out that frontal teaching is still widely used more than other organisational forms such as group work and pair work and materials used during the lessons are sometimes more or less supporting frontal teaching.

The following chapters are describing aspects connected with frontal teaching. In the second chapter, the specification of frontal teaching is described. This chapter focuses on the development of frontal teaching, furthermore, it specifies advantages and disadvantages of frontal teaching. This chapter covers the use of frontal teaching, especially in relation to aims, types and phases of activities. The third chapter discusses the roles adopted in frontal teaching, it describes roles of the teacher, learner and also roles of teaching materials. Chapter four deals with classroom interaction, mainly on teacher-learner interaction, which occurs mostly during frontal teaching, but this chapter also mentions the possible interaction among the learners in frontal teaching, though this does not usually occur. Maximization of the interaction and, moreover, participation of learners in frontal teaching is discussed in this chapter. Teacher talking time and learner talking time are other factors that this chapter deals with. Since the teacher's influence in frontal teaching is crucial, this chapter also deals with teacher questioning and teacher's action zone. To find out something about the subjective and objective influence of the teacher and his assumptions about teaching and learning, it is important to explore his beliefs, which are described on a general level in chapter five.

The main aim of the practical part is to use the theoretical background and results of the practical research to support these hypotheses:

Frontal teaching is so far more used organisational form in the teaching and learning process than pair work and group work.

The use of frontal teaching with the observed activities functions according to the criteria described in the theoretical part and fulfils the aim of English language teaching.

The observation sheets analyse the activities done during the lesson, the organisational forms used with the observed activities, the length of teacher talk and learner talk and the interaction

patterns. Because the observations were done in the lessons of one teacher, the interview with the teacher was done in order to find out the assumptions of the teacher about the aspects connected with organisation of the lesson, especially organisational forms and the teacher's beliefs connected with teaching and learning process.

To conclude with, without any prejudice, the pronoun "he" is used to refer to the teacher. It also needs to be emphasized that all Czech sources used for paraphrases are translated by myself.

2. Specification of frontal teaching as one of the possible organisational forms

Jeremy Harmer defines frontal teaching as a grouping where whole class is working together with the teacher. The teacher usually stands in front of the class and monitors or controls learners who work in the same pace and rhythm (Harmer 1991: 205). Harmer claims that frontal teaching “is still the most common teacher-student interaction in many cultures” (Harmer 2001: 114). Richards and Lockhart add that frontal teaching is the most frequently used technique at schools (Richards, Lockhart 1996: 147). Frontal teaching is a teacher-controlled organisational form where the teacher usually acts as a controller or assessor (Harmer 1991: 243). Good and Brophy in Richards and Lockhart say that during frontal teaching activities:

the teacher typically begins a lesson by reviewing prerequisite material, then introduces and develops new concepts or skills, then leads the group in a recitation or supervised practice or application activity, and then assigns seatwork or homework for students to do on their own. (Good and Brophy 1987: 353 in Richards, Lockhart 1996: 147)

Even though the individuality of a learner should be taken in account, still, the teacher is the one who leads the lesson and together with it also sets the dynamics of a class. In frontal teaching, the whole lesson is more or less directed by the teacher (Richards, Lockhart 1996: 146).

According to Scrivener, five basic organisational forms can be recognized in learning/teaching process: “the whole class working together with the teacher, the whole class mixing together as individuals; small groups (three to eight people), pairs, individual work” (Scrivener 1998: 13). In the following chapters, frontal teaching, meaning both the whole class working together with the teacher and whole class mixing together as individuals, will be described.

Byrne points out four different ways of teaching the whole class:

- working with students individually (T:S or S:T);
- getting the students to work with one another (S:S);
- doing the chorus work;
- doing team work.

(Byrne 1987: 15)

The first example, the teacher working with learners individually, given by Byrne is usually done after some chorus work when the teacher does some drill or a language game. The second example, getting learners to work with one another, is often called ‘open pairs’. It is

applied when the dialogues are repeated or during question-answer work and different controlled drills. Chorus work, as Byrne suggests, can be used for repetitions or controlled drills again. Team work, the last option pointed out by Byrne, is useful with language games, which might be the “effective way of involving learners in whole-class activities” (Byrne 1987: 15-16).

In the following parts of chapter 2 the development of frontal teaching, its advantages, disadvantages and its use in relation to aims, phases and types of activities are described.

2.1. Development of frontal teaching

Organisational forms, in which teaching and learning process is conducted, have a long history. The changes that have happened during the long period of time have been caused by the changes in the function of a school and new tasks in the teaching process. That was also caused by the changes of different educational approach but also in the character of teacher’s and learner’s actions (Skalková 1999: 203).

The development of frontal teaching has a long history. The main development of frontal teaching in the Czech schools dates back to the seventeenth century to the times of Jan Amos Komenský. With the growth of trade, manufacture and sciences there was the need to provide new organisation of the teaching process for larger population. Jan Amos Komenský was the first pedagogist who came with the new democratic tendencies that were further developed by him in the book called “Velká didaktika”. Learners of approximately the same age and level were divided into classes. The subject matter was dispersed into individual lessons with their specific didactic goal. Even though this was a big step forward in the development of education, still, it had some minuses and it was not realized in the ideal form (Skalková 1999: 203-204).

Later J. F. Herbart, a German pedagogist, whose tendencies are based on those expressed by Komenský (Štverák 1988: 103), introduced his teacher-directed theory and the system of frontal teaching became the framework for teaching. This organisational form was used without any consideration of learner’s needs and character of the subject matter. Skalková claims that the learner was perceived as a passive receiver of the knowledge (Skalková 1999: 204). Herbart’s theory supporting frontal teaching has become popular and has been so far commonly used organisational form in most of the Czech schools.

At the beginning of the twentieth century, frontal teaching was highly criticized by many specialists on pedagogy. This organisational form, where learners were only passive

participants of the learning process, needed to be reformed (Skalková 1999: 204). With the reformation, new organisational forms have been developed.

2.2. Potential and limitations of frontal teaching

Although frontal teaching has many limitations, it definitely has a great potential that cannot be underestimated. Among the advantages proposed by Richards and Lockhart is that it gives the teacher the opportunity to teach a large group of learners at the same time (Richards, Lockhart 1996: 148). Frontal teaching “reinforces a sense of belonging among the group of members, which we as teachers need to foster” (Williams, Burden 1997: 79). Harmer explains that it gives learners the feeling that they all work together and have the same opportunity to react; they can share their feelings in the whole-class setting. Moreover, it creates more engaging atmosphere when all learners feel the same amusement when they work together in frontal organisational form (Harmer 2001: 114). Richards and Lockhart add that: “students can feel that they are a part of the mainstream group” (Richards, Lockhart 1996, 148), which means that learners are not stressed by any treatment of individuals but as a group. Harmer indicates that, in frontal teaching, the teacher can get the general view of the learners’ progress not only on the individual level so the teacher is able to “ ‘gauge the mood’ of the class in general” (Harmer 2001: 114). Harmer claims that the use of frontal teaching is good for the whole-class concentration on teacher’s talk or activity. Teacher’s talk is followed by all learners at the same time which may become very useful in terms of classroom dynamics. Moreover, teacher is usually perceived as a good language model for learners (Harmer 1991: 243).

Another advantage given by Harmer is that it is not time demanding when giving explanations and instructions while in smaller groups it would mean that the teacher would have to provide the information more than once (Harmer 2001: 114). However, Richards and Lockhart propose that frontal teaching can also “serve as a preparation for subsequent activities which can be completed individually or in groups” (Richards, Lockhart 1996: 148).

The use frontal teaching is useful with activities where the role of the teacher is that of a controller (Harmer 2001: 114). Harmer defines controllers as ones who “in various other ways exemplify the qualities of a teacher-fronted classroom” (Harmer 2001: 58).

When the whole class is working together, according to Harmer’s view, it supports the feelings of security of both the teacher and learners and the teacher is taken as a direct authority (Harmer 2001: 115). Skalková suggests that the relative stability of the teaching

process allows the teacher to enforce the individual approach to learners. It develops social relations between learners when they are getting to know each other and furthermore it encourages emotional atmosphere for learners' cooperation (Skalková 1999: 205).

However, frontal teaching has many disadvantages noted by many pedagogists and specialists on didactics that have to be taken in account. Richards and Lockhart claim that: "Whole-class teaching assumes that all students can proceed at the same pace" (Richards, Lockhart 1996: 148). Harmer's presentation of this problem says: "Everyone is forced to do the same thing at the same time and at the same pace" (Harmer 2001: 115). It is obvious that this organisational form does not respect needs of the individual and more or less concentrates on the group as the whole. As the result, learners with higher-level of proficiency in English may become bored after while and are held back. On the other hand, learners with lower - level of proficiency may find the pace too fast and it may be difficult for them to follow teacher's instructions or talk and may be lost. During frontal teaching, the teacher usually tends to concentrate on the "average learners" and overlooks the rest of the class (Skalková 1999: 207).

Harmer proposes another disadvantage. During frontal teaching, learners get only a little opportunity to talk or practice, which may cause that they may become bored after while. This situation may usually occur in the classes with high amount of learners (Harmer 1991: 243), where there is little time for all learners to interact.

Because of the teacher's concentration on learners as a group, Harmer claims that the individuals have just a little chance to express their ideas (Harmer 2001: 115). Richards and Lockhart add that "teacher-dominated" (Richards, Lockhart 1996: 148) instruction gives a learner little opportunity to participate. What is closely connected to Richards's and Lockhart's opinion is that learners do not take responsibility for their own learning, because the teacher is the one who transmits the knowledge to them. As a result, learners do not research or discover things by themselves (Harmer 2001:115). On the other hand, learners who dislike talking or are not used to talk in front of the whole class, either because they are shy or nervous, may feel under pressure, which makes them feel uncomfortable in such situation (Harmer 2001: 115).

The last disadvantage proposed by Harmer is that frontal teaching is not the best organisational form for communicative tasks. Harmer points out that: "Communication between individuals is more difficult in a group of twenty or thirty than it is in groups of four or five" (Harmer 2001: 115). Richards and Lockhart suggest that frontal teaching activities

should be adapted so that learners have more opportunities for their active participation and communicative interaction within the classroom (Richards, Lockhart 1996: 148-149).

Moreover, communication among the learner and the teacher is usually restricted to the formally controlling way of instructions which does not support any communicative aims. Hendrich suggests that for applying communicative aspects it is needed that the teacher should formulate the instructions according to the communicative way not in the formally controlling way, for example, 'express disagreement' instead of 'make a negative form' (Hendrich 1988: 319). Hendrich claims that when using frontal teaching for practising question-answer exchange, it is necessary that the teacher should talk to a concrete addressee. As a result, there would be no time for all the learners to communicate with the teacher during frontal teaching activities (Hendrich 1988: 319).

2.3. Use of frontal teaching

The use of frontal teaching is mainly directed by the choice of the teacher. According to Richards's and Lockhart's view, even though learners may have some individual needs "the interactional dynamics of a classroom are largely a product of choices the teacher makes about the learning arrangements he sets up within the lesson" (Richards, Lockhart 1996: 146). Nevertheless the use of frontal teaching and different organisational forms is guided by the nature of the activities, their aims, types and phases. The following chapters will discuss the possibilities of the use of frontal teaching directly in the English lessons especially in relation to aims, phases and types of activities.

2.3.1. Use of frontal teaching in relation to aims of activities

Skalková suggests that organisational forms are the important part in achieving specific aims. In the real process of teaching, the relation of aim and subject matter is never isolated. Moreover, this relation is connected with the relation of aids used in the process of teaching. Furthermore, these relations are incorporated into the complex interaction of teacher and learner/learners, where both of the participants play an active role. The aids are represented either by the subject matter, methods and organisational forms in teaching/learning process (Skalková 1999: 111).

There may be distinguished three types of aims in the teaching and learning process: general/complex that are usually formulated in some pedagogical documents; partial aims,

which include subject matter, grade, topic and lesson; specific objectives that are usually achieved on the basis of short-term activities in the lessons (Skalková 1999: 111). According to Richards and Lockhart, general goals are the basic units in terms of the choice of the activities that will be used in the lesson which may help to attain the specific goals of the activities (Richards, Lockhart 1996: 161).

When planning the efficient and effective lesson, the teacher should usually state the aim of the lesson together with student's activities, timing, teaching aids, teaching strategies, possible problems that may occur during the lesson and last but not least the organisational form (Richards, Lockhart 1996: 79).

There is a wide range of activities that might be used in English lessons. They differ in their nature and aims (Nunan, Lamb 1996: 28). According to this, the choice of organisational forms is necessary to be considered. The use of frontal teaching in relation to aims is bound to the limitations of frontal teaching itself.

However, the English foreign language classroom is a place where students develop communicative competence which is considered as the overall aim of language teaching.

The goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

(The Essentials of Language Teaching web: Teaching Goals and Methods – Goal: Communicative Competence 2003, 2004)

Anna Flyman-Mattsson claims that: „Focus on form or on meaning is an important division in communicative language teaching (Anna Flyman-Mattsson 1999, web). Communicative classroom more focuses on meaning rather than form.

As it has been previously mentioned in chapter 2.1., frontal teaching is not the best for activities with a communicative aim (Harmer 2001:115). The specific goal of communicative activities is usually, stated from the point of view of learners, “to be able to use the target language” (Nunan, Lamb 1996: 29). Such communicative activities include group discussions, exchanging the information, opinions, problem solving, making arrangements or decisions with others, role-plays, dialogues etc. (Nunan, Lamb 1996: 29). It is obvious that there must be some interaction between learners, which frontal teaching does not support. Frontal teaching is usually used with activities like giving instructions, drills, question-answer exchanges, choral repetitions and activities focusing on form rather than content, where there

is usually no exchange of information. It means that frontal teaching more focuses on grammatical structures, form and accuracy of the language whereas communicative activities focus on the meaning and fluency, stand on some real-life situation and involve “students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing” (Harmer 2001: 85). Anna Flyman-Mattsson suggests that group work is a preferred organisational form to fulfil the needs of communicative language teaching (Anna Flyman-Mattsson 1999, web). Students are allowed to negotiate the meaning and they do not have to concentrate on the accuracy of the language as they have to when they are in the charge of the teacher during frontal teaching.

To conclude with, frontal teaching is not the best organisational form to fulfil the communicative aims of language teaching and learning, since it concentrates on form and accuracy which does not support the theory of communicative competence, where it is important to teach learners, as Hendrich suggests, not only language competence but also use of established socio-cultural rules such as, for example, when to talk, when to be silent, what to say and how to speak.

2.3.2. Use of frontal teaching in relation to types of activities

The use of different types of activities may influence whether to use frontal teaching or not. There are many types of activities in teaching/learning process and that is why this chapter is going to focus on types of activities in general. The typical classification of activities proposed by Harmer is “PPP”, which stands for Presentation - Practice - Production procedure (Harmer 2001: 80). Nunan and Lamb claim that: „This procedure was based on the psychological model that viewed learning as a linear process of understanding, internalizing, and activating knowledge” (Nunan, Lamb 1996: 46). In the following lines the use of frontal teaching in relation to these types of activities will be discussed.

According to Richards and Lockhart, activities where the new target language items are presented are called presentation activities (Richards, Lockhart 1996: 163). During the presentation activity the teacher clarifies or introduces a new target language item (Nunan, Lamb 1996: 46). On this account, the teacher is the one who presents the item/s and learners follow his/her speech. In such activities the teacher usually acts as a controller who stands in front of the class and gives explanations or instructions (Harmer 2001: 114). In this case, the use of frontal teaching is vital, since it is the best way how to present new items and material.

Further more it is not time demanding, which means that the teacher does not necessarily have to repeat things (Harmer 2001: 114).

The definition of practice activities given by Richards and Lockhart say that these activities “involve performance or learning of an item that has been previously presented” (Richards, Lockhart 1996: 163). The learners become familiar with the presented items by using different types of drills (Nunan, Lamb 1996: 46). In this case the use of frontal teaching may be used during choral repetition tasks or individual repetition tasks, where the teacher ‘conducting’ urges learners to repeat words, phrases or sentences (Harmer 2001: 80). Or it may be used during response drills, where the teacher asks questions or gives clues and learners make the response (Harmer 2001: 80). Richards and Lockhart state that in such types of activities the teacher controls the learner’s performance or stands as a model for their performance (Richards, Lockhart 1996: 164). Harmer claims that, when learners practise the sentences, it is good to put learners in pairs in order to check the effectiveness of learning (Harmer 2001: 81).

During production activities learners take control over the knowledge they have acquired during the presentation and practice (Richards, Lockhart 1996: 164). Nunan and Lamb suggest that, in this type of activity, learners should be able to use the target items actively in meaningful situations (Nunan, Lamb 1996: 46). These kinds of activities are for example role-plays or dialogues with different purposes (Richards, Lockhart 1996: 164). These types of activities usually carry some communicative objectives that can only be done in groups or pairs, so it is not possible to use frontal teaching organisational form since its use is not vital with activities with communicative purposes. On the other hand, with activities where the teacher questions and learners answer by making their own sentences without any teacher model, frontal teaching can be used to guide these activities. Again the teacher controls the activity and interacts with learners.

Harmer proposes that the PPP procedure has been criticized over the last few years (Harmer 2001: 82). Nunan and Lamb point out that the classification of activities according to the PPP procedure “represent a gradual movement from high- to relative low-structure interactions (although many production tasks give the illusion of student control)” (Nunan, Lamb 1996: 46). This means that the most preferred organisational form such as frontal teaching is rather preferable in these types of activities, especially in presentation and practice.

Frontal teaching activities may also be classified from the viewpoint of fluency and accuracy as suggests Byrne in her book *Techniques for Classroom Interaction*. The reason for

the use of frontal teaching with activities based on accuracy is that it requires teacher's control. In so far that these are activities, such as controlled drills, where learners have no choice in what they say, and are not much useful when learners need to learn grammar or vocabulary, but their use is vital when teaching pronunciation. In these activities, teacher stands as a good language model (Byrne 1987: 18). The other activities used in the whole-class work are exercises. By the term exercises is meant that these are usually textbook activities. Byrne points out that: "They are often in the form of questions and answers, right-wrong statements and sentences for completion" (Byrne 1987: 20). Byrne further adds that it is often quite time consuming, so it is better for learners to prepare the answers in advance in pairs and then check the exercises with the whole class (Byrne 1987: 21). Language games are also used as accuracy-based activities during frontal teaching. Among language games done in frontal teaching belong, for example, sentence building and guessing games. Byrne proposes that: "...they are a very good alternative to drills for many kinds of accuracy work" (Byrne 1987: 21). Language games may be compared to drills but they are not as enjoyable for learners as classic drills, and are easier to remember. Different accuracy-based activity done in frontal teaching is listening. Byrne remarks that among these activities belong, for example, picture dictations, picture descriptions, 'describe and note' activity and word Bingo (Byrne 1987: 25-27). As Byrne notes, the last but one activity based on accuracy is writing. Though writing requires some kind of interaction, the purpose of classic school written work is usually to be read and corrected (Byrne 1987: 28). According to Byrne one more activity based on accuracy and used together with frontal teaching is controlled conversation, since it is important to speak to the learners (Byrne 1987: 30).

Though, the question of use of frontal teaching may be quite discussible, it is still used, especially in the way and with activities suggested by Byrne. At first, there is the question of why to use frontal teaching with fluency-based activities, since the most fluency-based activities are done in groups. The use of fluency-based activities is simple. Byrne says that sometimes it is necessary to get learners speak, to show them, they may use the language, too (Byrne 1987: 53). Byrne points out some of the examples of fluency-based activities that can be used when working in frontal teaching organisational form. One of them is conversation, which is used when the teacher needs to encourage learners "to join in without worrying about mistakes" (Byrne 1987: 57). During this activity, learners are exchanging ideas, either among themselves and the teacher. Byrne says that: "The main advantage for them is that they *hear* a live speaker who is interacting with them" (Byrne 1987: 57). Discussion is the next fluency-based activity used during the frontal teaching. However, this

activity is usually done in groups, since the learners have more opportunities to join in. Byrne claims that, still, the class discussion is very important. In groups, “students exchange ideas and come to conclusion” (Byrne 1987: 59), whereas learners as a whole class “compare ideas and discuss them” (Byrne 1987: 59). The advantage of a class discussion for the teacher is that he may take control of the learners’ language and can get to know something about them. Byrne suggests other type of fluency work in frontal teaching, such as simulation (Byrne 1987: 62). Although, role-plays are not possible to be done in frontal teaching, simulations are closely connected with them. During simulations, learners play a particular part according to the given instructions. Though not everybody can adopt a speaking role, all the learners are involved in some way, either as the “main speakers”, “minor speakers”, “reporters”, or “audience” (Byrne 1987: 63-64). But still, the main speakers “will provide most of the interaction” (Byrne 1987: 63). However, games are the next fluency-based activities, as Byrne proposes. Games are encouraging for learners, but the participation of all learners is still not wholly possible. In spite of that, learners might be again involved by dividing them into teams and audience. This may increase the interest of the learners since ‘the audience’, possibly knowing the answer, may look forward to who will be the winner. These games are, for example, guessing games or memory games that allow learners to use the language freely (Byrne 1987: 65-67). According to Byrne, story-telling may also be used as a fluency-based activity in frontal teaching. Byrne says that listening to the stories might be quite enjoyable for the learners as the teacher tells the story (Byrne 1987: 68-70). According to Byrne, other skills like listening or writing may proceed as the fluency-based activities during the frontal teaching. Listening is connected, for example, with story-telling, where learners have to listen to the teacher as a whole-class and then the learners may retell what they have already heard. With writing, the whole class work is usually present when the teacher provides learners with the situation they will write about (Byrne 1987: 71-74).

This division on fluency and accuracy activities given by Byrne is very interesting, and important, since it shows which activities allow the use of frontal teaching and which not. Mainly, frontal teaching is used for accuracy work, but its use with fluency activities cannot be underestimated.

However, there is another classification of activity types built up by Littlewood, which is taken from the perspective of communicative activities. According to his *Communicative Language Teaching*, he divides communicative activities into pre-communicative and communicative (Littlewood 1990). The setting of a class depends on the roles that the teacher adopts during pre-communicative and communicative activities. In pre-communicative

activities the teacher usually works with the whole class. He usually facilitates the communication process between all learners (Breen, Candlin 1980: 99). This may be the reason why the use of frontal teaching during structural communication would not be of any harm. Since this stage of pre-communicative activities is mainly based on some drill, where no information between learners is transformed (Littlewood 1990). Richards and Lockhart define pre-communicative activities as “accuracy-based activities which focus on presentation of structures, functions, and vocabulary” (Richards, Lockhart 1996:119). This means that the accuracy-based activities should usually have some kind of teacher-control over this stage, so, again, the use of frontal teaching is usually used, which has been already mentioned in the previous lines. Working in frontal teaching organisational form usually serves as a preparation for subsequent activities which can be completed individually or in groups. This is, for example, the case of communicative activities, which are the following stage of Communicative Language Teaching. During this stage, teacher usually acts as an independent participant. Since the pre-communicative activities are based on the form, the communicative activities stand on some real-life situation and involve “students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing” (Harmer 2001: 85). As a result, the use of frontal teaching is not vital. There is the need to get the information across and by the teacher-directed frontal teaching the learners would have just a little opportunity to interact. These tasks involve some dialogues or role-plays where the teacher’s intervention should be reduced to a minimum (Harmer 2001: 86). Harmer suggests that this approach is usually based on a group cooperation or pair work (Harmer 2001: 86). Frontal teaching in this case would not offer what is needed for the learners’ participation even though the information may be transformed from the teacher to the learner, where, as it has been previously mentioned in the preceding lines, would offer learners less opportunities to interact. Furthermore, it does not support the general aim of language teaching, which is communicative competence.

However, this is just an illustration of in which activities frontal teaching may be used and where this use is not in place. The use of organisational forms depends on the types and nature of activities. It may be clearly said that the use of frontal teaching with communicative activities has been previously discussed as unsuitable. Frontal teaching offers just a few opportunities for learners to interact, thus, the use of organisational forms with different kinds of activities must be considered

2.3.3. Use of frontal teaching in relation to phases of activities

This chapter will concentrate on the use of frontal teaching in relation to phases of activities. Here, different stages of activities will be described and, according to this, the use of frontal teaching will be discussed.

According to Scrivener's description, there are five stages of activities: Lead in, set up, run, close, and post activity (Scrivener 1994). Lead in phase of activity is usually used to raise the learners' motivation or interest in the activity. The lead in phase usually contains some pre-activities that introduce what the learners are going to do in the next phases of the activity. In a whole class setting, the teacher presents what the learners are going to do and what is the aim of the activity. It is obvious that these actions must be done by the teacher since he is the one who leads the lesson and knows the content. In this case the use of frontal teaching is vital, since the teacher acts as a controller and directs the activity. But when the lead in phase is represented by some warm-up activity which is supposed to be done in groups or pairs the ones who interact are learners and the teacher acts as an observer or facilitator. According to the Harmer, the most important thing to consider is the context (Harmer 1991). The next stage of activity is 'set up'. This stage is more about the organisation of the class, about giving clear instructions or demonstrating the example. The one who organises this stage is again the teacher who decides about the setting of the class that is organised according to the aim and nature of the activity. The teacher usually gives instructions or demonstrates the example. However, this may only be done by frontal teaching, because giving instructions to the whole-class is more efficient and time saving. The next phase of the activities is 'run'. The role of the teacher together with the setting of a class depends on the type of activity, which has been previously described in chapter 2.3.2. The last but one phase of the activities is 'close'. Closing the activity is usually done by the teacher with learners working in the previously set arrangement. The last stage of activities is post activity. This is usually the feedback session or some follow-up activity. Feedback may be either provided by the teacher in the whole-class setting when the teacher asks questions and learners response, assessing the class as the whole or by learners' self-correction where it may be done by the teacher asking in frontal teaching arrangement. There are many forms how feedback may be realized. Close phase may also be realized by providing some extra follow-up activities where the setting of the class is not bound to any extra organisational form. Again the use of frontal teaching and different organisational forms depend on the types of activities the teacher chooses for the lessons (Richards, Lockhart 1996: 195).

3. Teacher's beliefs

As it has been mentioned in this thesis many times, frontal teaching is the most used and sometimes even preferred form of a class organization. Why it is so, is the question that is quite important. To find out something about the teacher, it is useful to explore his or her beliefs to find out more about his or her 'culture of teaching'. Every teacher has his own assumptions about teaching and learning processes. These are usually influenced by beliefs the teacher has either about teaching, learning, about curriculum, about English, or about teaching as a profession. Richards and Lockhart claim that: "Teacher's belief systems are built up gradually over time and consist of both subjective and objective dimensions" (Richards, Lockhart 1996: 30). They add that some of the beliefs may be complex or simple. Richards and Lockhart list six sources that teacher's beliefs may be derived from (Richards, Lockhart 1996: 30):

- Teachers' own experience as language learners: "All teachers were once students and their beliefs about teaching are often a reflection of how they themselves were taught" (Richards, Lockhart 1996: 30).

- Experience of what works best: Teachers usually experience many different teaching strategies and find out what works well and what not. Richards and Lockhart claim that "experience is the primary source of beliefs about teaching" (Richards, Lockhart 1996: 31).

- Established practice: Each school or institution prefers different teaching styles and practice and together with that beliefs differ.

- Personality factors: Beliefs about teaching differ with different personal preferences of the teacher.

- Educationally based or research-based principles: Richards and Lockhart explain that: "Teachers may draw on their understanding of a learning principle in psychology, second language acquisition, or education and try to apply it in the classroom. (Richards, Lockhart 1996: 31)

- Principles derived from an approach or method: Teachers may prefer some method or approach and believe in its effectiveness, and, subsequently, implement it in the classroom.

It may be said that teaching is influenced by the knowledge of the subject matter the teacher carries and also by beliefs he develops through his teaching experience and practice. Brunning on Staff Matters web states that: „Teachers hold many beliefs and attitudes that affect their attitudes and behaviour in the classroom” (Brunning on Staff Matters web:

Teacher's beliefs and classroom practice 2005). Hofer on Staff Matters web divides teacher's beliefs about knowledge into four dimensions:

- Certainty of knowledge – Some people believe that knowledge is fixed, while other people believe that knowledge is fluid.
- Simplicity of knowledge - Some people believe that knowledge consists of an accumulation of facts, while other people believe that knowledge is a system of related constructs.
- Source of knowledge - Some people believe that knowledge is transmitted from external sources while other people believe that knowledge is internally constructed.
- Justification for knowing - Some people rely upon external authority while other people believe that knowledge relies on personal evaluation and integration.
(Hofer 2000; Hofer & Pintrich 1997
on Staff Matters web: Teacher's beliefs and
classroom practice 2005)

Beliefs about knowledge are closely connected with beliefs about teaching and learning. Teaching intentions and strategies are influenced by the teacher, whether he is focusing on himself or on learners. Frontal teaching is a teacher-focused organisational form, where teacher transmits information to the learners that means that his intentions and strategies rely on himself rather than on students, where students are only inactive participants of the teaching and learning process. Staff Matters web says that: "Teachers' beliefs affect teacher-student interactions and instructional planning" (Staff Matters web: Teacher's beliefs and classroom practice 2005). Furthermore, the teacher's teaching conceptions might be influenced by the teacher's "perception of the teaching environment, such as the degree of control over what is taught and how it is taught..." (Prosser and Trigwell 1997 on Staff Matters web: Teacher's beliefs and classroom practice 2005). Brunning et al. on Staff Matters web states that beliefs about teaching are connected with the beliefs in "external, teacher-directed, or student-internal knowledge-constructed models" (Brunning et al. on Staff Matters web: Teacher's beliefs and classroom practice 2005).

To summarize, the teacher using frontal teaching believes in the teacher-focused classroom, teacher-directed knowledge constructed models and believes in traditional organisation of the class. Frontal teaching belongs to a traditional form of teaching which is still often used, even though the group work and pair work have been stressed as the methods that help to develop learners' communicative competence. The explanation might be "that teachers in most cases have successfully gone through a traditional school system and benefit

from teacher-centred education” (web - Lancaster University U.K.: Teacher Beliefs 2002-2005).

4. Roles in the classroom

In the following chapters we shall look at the roles of teachers, learners, and learning materials, especially in frontal teaching organisational form. Frontal teaching influences the role of the teacher in the classroom, and that is why this chapter is included to see the boundaries outlined by frontal teaching. Firstly, the roles of teachers in frontal teaching will be discussed, secondly different roles of the learners according to frontal teaching will be described and, lastly, there will be noted the influence of teaching/learning materials on the interaction in the classroom.

4. 1. Roles of the teacher

This chapter is devoted to the roles that teacher can adopt during frontal teaching. There are many methodologies undertaking the roles of teachers, but according to the scope of this thesis, this chapter will mainly concentrate firstly on the division of teacher roles proposed by Harmer, which means that the eight roles of teachers (Harmer 2001: 58-62) will be analysed considering frontal teaching and its influence on the teacher roles. Next, the three types of teachers suggested by Scrivener will be discussed (Scrivener 1998: 6) and, lastly, some suggestions by Hedge and Richards and Lockhart will help to compare the ideas and view of the teacher roles in frontal teaching.

As it has been mentioned in the previous lines, the main division of teacher roles proposed by Harmer are those of controller, organiser, assessor, prompter, participant, resource, tutor, and observer (Harmer 2001: 58-62).

To start with, the role of a teacher as a controller will be analysed. Harmer notes that teachers acting as controllers “are in charge of the class and of the activity taking place in a way that is substantially different from a situation where learners are working on their own in groups” (Harmer 2001: 58). This means that controllers are those who direct the lesson. They organise activities such as drills, reading aloud, and as Harmer suggests: “exemplify the qualities of teacher-fronted classroom” (Harmer 2001: 58). This statement by Harmer gives the clear proposal that this role of a teacher is the one that is most usual when working in frontal teaching. When acting as controllers teachers are the ones who transmit the knowledge to learners. Though, as Harmer suggests, this role, together with frontal teaching have some disadvantages. The teacher in this role serves as a source of inspiration for learners which may not necessarily be true. The teacher in the role of a controller does not support learners’

experiential learning and does not offer much opportunities for learners to participate and speak (Harmer 2001: 58), which goes together with disadvantages of frontal teaching, which has been foreshadowed in chapter 2.2. Despite this fact, this role is the one that is most frequent in frontal teaching, since it is teacher-directed role where explanations and instructions are given or questions are asked. Harmer notes that: “this is the most common teacher role” (Harmer 2001: 58). Role of a controller together with frontal teaching is still the most common situations in the classroom.

The next role of the teacher is organiser. Harmer proposes that when the teacher acts as organiser, he usually organises activities within the lesson such as giving the learners information, telling them the procedure of the activity, putting them into pairs or groups, and closing the activity (Harmer 2001: 58). It may be obvious that these stages of activities are usually done frontally by the teacher who provides learners with the necessary information for the activity to be done. The teacher as an organiser needs to be sure that learners understand what they are supposed to do, so he organises the class as a whole, since it is not time consuming and the whole class is listening to the teacher.

According to Harmer, the following role is one of the important roles that teachers can adopt, since it is the one that tells learners how well they are doing in English. It is the role of assessor. The question is whether it may be done frontally or not. The teacher in this role usually provides learners with feedback, offers correction and grades them in other different ways (Harmer 2001: 59). The teacher may use various procedures to do so. This means that the teacher can assess learners individually by giving them marks or the teacher may assess groups or pairs, again, on the individual basis, and, of course, frontal teaching can be used especially when the teacher assesses the class as the whole or provides them with the feedback by asking questions. The use of frontal teaching together with this role of assessor may be discussed. However, as Harmer points out, the type of assessment and organisation of that process is up to the teacher, who necessarily has to provide the learners with objective sensitive approach (Harmer 2001: 60).

Though, the three previously discussed roles of the teacher partly support frontal teaching, the following roles of the teachers are bit different in that. The first of them, according to Harmer’s division, is the role of a prompter. In this role, the teacher usually stands as a participant of learners work, and sometimes ‘pushes’ them forward, when they feel lost or do not know what is going on (Harmer 2001: 60). The teacher approaches to learners on the individual basis, according to their needs. As a result, the teacher is not able to do this during frontal teaching. This happens during group work, pair work or individual work. The

role of the teacher as a prompter is supposed to start when the learners have their tasks set, and their work is in process. The participation of the teacher is minimized, and he intervenes only when it is needed.

When teachers act as participants, which is other role of teachers suggested by Harmer, they act as a part of a group, they are actively joined in the activity together with learners (Harmer 2001: 60-61). The teacher takes part in various tasks, which is something a bit different from the previous roles. It is hard to say which organisational form is usually used together with this role, but frontal teaching is not the organisational form to be used, since, the teacher in frontal teaching is not able to participate in the collective work, though, this may happen, as Byrne suggests, for example, during some language game based on fluency such as simulation (Byrne 1987: 63). In frontal teaching, the teacher usually gives instructions, organises the learners' work or asks questions. Participant (teacher) is involved in the procedure and does the same work as learners, which means that during participation, the teacher does not direct the lesson, but participates.

However, there is the next role of the teacher. As Harmer notes, it is the role when the teacher serves as a resource. The teacher answers learners' questions, offers them some guidance as to where the learner may find what he/she requires (Harmer 2001: 61). This may be done in various ways. Either during the individual work, during pair work, during group work, but also during the frontal teaching. Especially, when the teacher is explaining, the learners may ask any questions concerning English, any culture facts, or different questions concerning the topic. The teacher as a resource, working in frontal teaching, may offer this information to the whole class in order not to repeat things more than once or just because the teacher wants the whole class to know.

Harmer proposes that the following role of the teacher is quite restricted to the intimate relationship with the learner. It is the role of tutor. Harmer suggests that when the teacher acts as a tutor, he/she usually works with individual learners or small groups, giving them advice they need. It is very difficult for a tutor to work with large groups since there must be the intimate relationship than when acting as an organiser or controller (Harmer 2001: 62). As a result, the use of frontal teaching is not suitable for tutors because the needs of individuals or small groups differ.

In order to provide some feedback to learners, teachers must also act as observers. An observer, which is the role suggested by Harmer, monitors groups or individual learners in order to offer them feedback (Harmer 2001: 62). The teacher may observe either individuals or the whole class, therefore, it cannot be said in which organisational form the observer

works best, but Harmer proposes that: “when we are acting as controllers, giving feedback or organising students, we need to be observing at the same time too” (Harmer 2001: 62). So far, it may be said that the role of observer is not bound to any organisational form since it is connected with different roles of teachers and thus also the situation when the role of an observer is required.

Scrivener suggests the next division of teacher roles. He divided teachers into three largely different kinds, such as: the explainer, the involver, and the enabler (Scrivener 1998: 6).

The explainer is the teacher who knows the subject matter well, but his knowledge of methodology is limited. As a result, the explainer attaches himself to “explaining” or “lecturing” (Scrivener 1998: 6) as a way of transmitting information to learners. Scrivener notes that the active involvement of learners is minimal since they are usually asked to answer a question or make notes or listen to what the teacher is saying (Scrivener 1998: 6). The explainer may be compared to the role of a controller (Harmer 2001: 58) since there are some common features that may be recognized - explaining, lecturing, transmitting the knowledge from the teacher to a learner, minimal participation of learners etc. As it has been already mentioned, the role of a controller and, it may be said, together with the explainer are the typical roles of the teacher in frontal teaching organisational form.

However, the involver is the second type of teachers proposed by Scrivener (Scrivener 1998: 6). He is familiar with the subject matter, too, but also knows the methodology; the involver “is able to use appropriate teaching and organisational procedures and techniques to help students learn about the subject matter” (Scrivener 1998: 6). As Scrivener suggests, giving explanations may be one of the techniques, but it is just “one option among many that the teacher has at his disposal” (Scrivener 1998: 6). The involver is trying to involve learners actively in the teaching/learning process but still the control over the class is up to the teacher. It means that the involver is able to work in frontal teaching as well as in other organisational forms but the teaching/learning process is more or less teacher-controlled.

The last kind of teacher proposed by Scrivener is the enabler. This teacher is familiar with the subject matter, methodology, “but also has an awareness of how individuals and groups are thinking and feeling within the class” (Scrivener 1998: 6). The enabler is not ‘afraid of’ sharing control over the class with his learners, or handing the control entirely to them. As Scrivener adds, the enabler creates the conditions to enable “the students to learn for themselves” (Scrivener 1998: 6). Scrivener notes that the enabler usually goes together with the roles of “prompter” or “resource” (Harmer 2001: 60-61) when it is needed (Scrivener

1998: 6). As it has been previously outlined, the roles of prompter and resource are based on the cooperation on the more individual level, which means that the teacher organises learners more in pairs or groups, since they have different needs and, moreover, in pairs or groups, they take more responsibility for their own learning. Frontal teaching would not be the best organisational form for enablers, since it does not support cooperation among learners, not even their participation in the learning/teaching process. Moreover, Harmer notes that frontal teaching does not enable learners to develop responsibility for their own learning (Harmer 2001: 115).

However, Richards and Lockhart concentrate on the broader classification of the teacher roles. They divide roles of teachers into four areas, where the first one is “roles reflecting institutional factors”, the second one is “roles reflecting a teaching approach or method”, the next roles are those “reflecting a personal view of teaching”, and the last area of roles is “cultural dimension of roles” (Richards, Lockhart 1996: 98-109). According to this thesis, it might be interesting to mention the area of roles reflecting a teaching approach or method. Some methods and approaches require teachers to carry out particular roles in the classroom together with the setting of a class, which will be compared in the following lines. Richards and Lockhart start with the Direct Method. They suggest that this method “was one of the first oral-based methods to be used in foreign language teaching” (Richards, Lockhart 1996: 101). Richards and Lockhart point out some guidelines for teachers to follow. It is for example: “Never translate: demonstrate; never explain: act; never make a speech: ask questions; never imitate mistakes: correct; never speak with single words: use sentences; never speak too much: make students speak much...” (Richards, Lockhart: 1996: 102). Even though this does not clearly tells us which organisational form is usually used but still, the Direct Method was mainly based on question-answer exchange between the teacher and learners in small, intensive classes, so frontal teaching was probably the one to be used. Richards and Lockhart also take in account other roles influenced by Active teaching. They propose that the primary roles of teachers in this method are “management and monitoring of learning” (Richards, Lockhart 1996: 102). They further specify the teacher’s ‘duties’ during this method which are: communicate clearly by giving directions, presenting information, etc.; obtain and manage engagement by maintaining task focus, pacing instruction etc.; monitor progress by reviewing work, adjusting instruction, etc.; provide immediate feedback by informing learners, giving information about how to achieve success (Richards, Lockhart 1996: 102). Some of the teachers ‘duties’ are again teacher-directed and require the use of frontal teaching since the teacher is still central in the teaching/learning process. The next

methods, pointed out by Richards and Lockhart are Cooperative Learning, Communicative Language Teaching and Total Physical Response. Richards and Lockhart say that these methods move away from the teacher-directed teaching (Richards, Lockhart 1996: 102). They add that the roles of the teacher in the previously mentioned methods are sharing responsibility with learners, structuring the activities to learners' cooperation, facilitating the communication, coordinating group activities, acting as an independent participant etc. (Richards, Lockhart 1996: 103). Role in frontal teaching is mainly that of a controller whereas these roles mainly support group work or pair work since they support coordination and participation of learners. These roles in different approaches and methods are mentioned just for the illustration and interesting comparison of these methods and the roles of the teacher together with frontal teaching. As Richards and Lockhart suggest, in teaching/learning process "there has been a movement away from teacher-dominated modes of learning to more learner-centred approaches, which has led to a reexamination of traditional teacher roles" (Richards, Lockhart 1996: 104).

Although the discussion about the teacher roles would take quite a long, this thesis is based on frontal teaching and roles connected with it. To sum up, Hedge says that roles of the teacher in frontal teaching are usually those of instructor, organiser, counsellor, and helper. The teacher is an authority with a high status where he usually initiates, asks questions and provides learners with feedback (Hedge 2000: 29).

4. 2. Roles of learners

Different organisational forms imply different roles of learners. According to frontal teaching, it may be said that roles of learners might be quite clear. In frontal teaching, the central person in the lesson is the teacher and the learners are less active and their participation is minimal. As a result, the main role of the learner in frontal teaching is the passive receiver of the knowledge. Parrott points out that "some models of learning and teaching see students as sponges who soak up knowledge from teacher and textbook" (Parrott 1993: 63). Learners only absorb knowledge that is given by teachers in frontal teaching. Nunan adds that there is a wide variety of roles that learners can adopt. The following roles will be analysed according to frontal teaching. The first role that Nunan mentions is "the learner as the passive recipient of outside stimuli" (Nunan 1990: 80), which means that learners are passive receivers of the knowledge provided by the teacher, usually in frontal teaching. The following role is "the learner as an interactor and negotiator who is capable of

giving as well as taking” (Nunan 1990: 80). Consequently, the learner has a chance to interact and negotiate which is not possible when working in frontal teaching. However, the next role of the learner is “a listener and performer who has little control over the content of learning” (Nunan 1990: 80), which may correspond to the situation in frontal teaching, where teacher controls, learners listen, and may time to time react to teacher’s questions. The next two roles suggested by Nunan imply more learners’ participation, moreover, learners are supposed to take responsibility for their own learning, which cannot be provided by the teacher in frontal teaching. In one of the roles “the learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes” (Nunan 1990: 80). The term ‘social activity’ is quite broad but this may be, for example, some role-play or dialogue, which usually requires some interaction among learners. Despite this fact, this role cannot be realized in frontal teaching, since it usually requires group work or pair work. The last role proposed by Nunan says that: “learners must take responsibility for their own learning, developing autonomy and skills in learning-how-to-learn” (Nunan 1990: 80), which does not support the idea of teacher-directed and controlled teaching. However, most of the methodologies are more concerned with the new idea of learner-centred English language teaching, where roles of the learners are mainly far away from the roles of learners in classical frontal teaching, rather than those roles implied in frontal teaching. It may be interesting to take this from the reversed perspective, so there will not be mentioned which roles do learners imply in learner-centred procedures, but which roles cannot be implied during frontal teaching. Hedge points out that the roles that cannot be adopted by learners during frontal teaching are these: researchers of their needs, content negotiators, learners monitoring the progress of the course, explorers, experimentators, planners, initiators, organisers of their own work, learners questioning, clarifying, suggesting, and commenting (Hedge 2000: 35-36). As it may be clearly seen the roles of learners in frontal teaching are quite restricted and cannot be much varied.

4. 3. Roles of learning materials

Roles of teachers and learners closely relate to the roles of learning materials, especially textbook materials. Hedge suggests that: “Any textbook is based on assumptions about learning, and the design of its activities implies certain roles for teachers and learners and assumes certain dispositions towards learning styles” (Hedge 2000: 36). Allwright assumes that the use of textbooks leads to the emphasis on teaching process rather than

learning process which may cause the overload of teacher's intentions and less involvement of the learner (Allwright 1981 in Harmer 2001: 304). It may be said that textbooks may 'push' the teacher into some particular role or guide the choice of organisational forms. Littlejohn proposes that the inappropriate use of textbooks "impose learning styles and content on classes and teachers alike appearing to be *faits accomplis* over which they can have little control" (Littlejohn 1998: 205 in Harmer 2001: 304). Harmer suggests that when there is a course book based on Presentation, Practice, and Production as the main methodological procedure, which has been previously described in chapter 2.3.2, the teachers and learners follow the strict format of the lessons by which they both may become demotivated (Harmer 2000: 304). In case of Presentation, Practice, and Production, the use of frontal teaching is quite frequent, mainly with presentation and also practice activities. As a result these course books are mainly based on frontal teaching since the methodology of Presentation, Practise, and Production supports the use of frontal teaching, though some of the organisational forms, usually in production activities, may occur. The role of teaching materials is very important, since it is closely related to the roles of teachers and learners and influences the choice of learning and teaching procedures.

5. Classroom interaction

This chapter focuses on different interaction patterns within the classroom and it also deals with the time devoted to the teacher and learners during the teaching and learning process. Richards and Lockhart state that language learning is full of interactions, either between the teacher and the learners, and also interaction between learners themselves (Richards, Lockhart 1996: 138). Ann Malamah-Thomas in her book *Classroom Interaction* assumes that: “It is the interaction of the classroom,..., which mediates between teaching and learning” (Malamah-Thomas 1987: 1). Therefore, it is important to mention it in this thesis. Furthermore it is closely connected with organisational forms, since they support different kinds of interaction.

Mallamah-Thomas distinguishes between classroom interaction and classroom transaction. Where classroom transaction is the communication of information wholly controlled by the teacher, or by the textbook writer, the owner of the information. The information is, for example, about grammar, about the use of language, about linguistic skills, about the speakers and language they adhere to. Whereas, classroom interaction establishes the rapport within the classroom and a sense of community, and supports the communication for more personal purposes (Mallamah-Thomas 1987:15). This would mean that classroom transaction is mainly used when some information is transmitted, mainly by the teacher with the possible use of frontal teaching. Whereas, classroom interaction needs some communication between participants either by the teacher to learners or among learners themselves.

Furthermore, Mallamah-Thomas describes the verbal and pedagogical interaction. The main distinction between these two interactions is that in verbal communication, there are usually two undefined speakers, addresser and addressee, who continually exchange the information and their roles usually change from one to another (Mallamah-Thomas 1987: 37). While pedagogic interaction or communication is classified into six different interactions:

- 1 teacher → whole class
- 2 teacher → group of students
- 3 teacher → individual student
- 4 student → teacher
- 5 student → student
- 6 student → group of students

(Mallamah-Thomas 1987: 15)

Pedagogic interaction, as it may be seen in the division, is connected with learning and teaching, therefore, the classroom interaction has a specific pedagogic purpose. Mallamah-Thomas adds that: “The teacher is in command of a body of knowledge and of skills that he or she is required to transmit to the learners. In the language classroom, the teacher knows the language; the learners do not” (Mallamah-Thomas 1987: 14). Mallamah-Thomas further suggests that the classroom situation needs to be organised for the learning purposes. She adds that: “Much classroom communication therefore centres on organisation and administration...” (Mallamah-Thomas 1987: 15). That is why it is important to mention classroom interaction which interrelates to organisational forms within the language classroom.

It must be said that classroom interaction is not only about organisation, but also about participation of the teacher and learners. Ur classifies interaction patterns according to a different level of participation of the teacher and the learners. The participation is ordered from the most teacher-dominated to the most learner active, using the following code:

TT = Teacher very active, students only receptive

T = Teacher active, students mainly receptive

TS = Teacher and students fairly equally active

S = Students active, teacher mainly receptive

SS = Students very active, teacher only receptive

(Ur 1996:227)

If we want to label the participation according to organisational forms, particularly to frontal teaching, it may be said that the participation of the teacher in frontal teaching is dominant and the learners are less active as they act more like receivers of the information, or participate on the same level as the teacher, for example, by answering his or her questions. This means that, according to Ur TT, T, TS are levels of participation which occur during frontal teaching. The rest of the examples of participation given by Ur, such as S, SS is only possible in different organisational forms, such as pair work or group work, since they require active participation of the learners which is not much possible during frontal teaching.

The important part of the interaction within the classroom is the question of the control the teacher may have over the learners during the lesson. Byrne suggests different kinds of interaction according to the teacher’s control over the class. There are six different kinds of classroom interaction described by Byrne (Byrne 1987: 4). The first one is connected with frontal teaching, since the teacher usually gives words or sentences and wants the learners to repeat them. By this action, teacher takes the control over the class and learners do not have to

'think' at the same time, because they are only repeating the given words. The second kind of interaction described by Byrne is also happening during the whole class work, but the teacher is trying to 'make the learners think'. They might be asked to form some sentences or questions, but still the control over the content and accuracy is quite high (Byrne 1987: 4). The third situation moves away from frontal teaching and concentrates more on learners' individual practice, which he or she does by pairing the learners, but still the control is 'fail-safe' by giving them a model (Byrne 1987: 4-5). The fourth kind of interaction is based on the learners' own work, since they are asked to do some activity, usually a real-life activity where the teacher first goes over the possible answers with the learners, but they are not further controlled during their own work (Byrne 1987: 5). The fifth case gets back to frontal teaching again. But, here, the teacher behaves more like one of the learners by giving them ideas and trying to get them speak, consequently, the teacher might do some part of the speaking in order to encourage them to speak. This is usually the example of a class discussion. As a result, the control of the class might seem a bit strange, though, it is not always vital to correct one's opinions (Byrne 1987: 5). The sixth and the last kind of interaction is done in groups. Although, the teacher has no control over the learners, he hopes them to produce as much as they know. The role of the teacher in this situation is to observe and monitor learners' work (Byrne 1987: 5-6). Byrne concludes her ideas by summarizing the important points connected with different classroom interaction and its choice. One of them is the use of organisational forms, the next one is teacher's control, and, finally, it is the question of a goal, which may be based either on accuracy or fluency. It may be seen, that the use of frontal teaching and different organisational forms is also connected with the activities that require teacher's control, especially the accuracy activities (see chapter 2.3.2) where the correction of mistakes and errors is necessary.

5. 1. Teacher-learner/learners interaction

Teacher-learner/learners interaction is a characteristic interaction particularly for frontal teaching. However, teacher-learner interaction may also occur during the individual work. Richards and Lockhart classify some patterns of teacher-learner interaction during the frontal teaching, describing verbal exchanges according to Brown's classification:

- TL *Teacher lectures* - describes, explains, narrates, directs
- TQ *Teacher questions* about content or procedure, which pupils are intended to answer.

- TR *Teacher responds* - accepts feelings of the class; describes past feelings in a non-threatening way.
Praises, encourages, jokes with pupils.
Accepts or uses pupils' ideas. Builds upon pupil responses. Uses mild criticism such as "no, not quite."
(Brown 1975: 67 in Richards, Lockhart 1996: 147)

As it is shown, the most teacher-learner/learners interaction is done by lecturing, where teacher explains, gives instructions, or does some classroom talk intended to reflect the learners. Then, the teacher responds by reacting on learners' actions, and, finally, teacher asks different kinds of questions which will be further analysed in chapter 4.3.1.

Of course, there is not only teacher-learner interaction during frontal teaching, but also learner-teacher interaction, which is described by Brown in Richards and Lockhart:

- PR Pupils respond directly and predictably to teacher questions and directions.
PV Pupils volunteer information, comments, or questions.
(Brown 1975: 67 in Richards, Lockhart 1996: 147)

It is obvious that learners must respond to the teacher or answer his questions, and they may also interact with the teacher by providing some information, comments or asking questions.

5. 2. Learner-learner interaction

The interaction among learners in frontal teaching is minimal; however, there might be some interaction between the learners. Byrne remarks that during frontal teaching, the interaction between the learners "is often called 'open pairs'. It is a useful technique for dialogue repetition, question and answer work and many kinds of controlled drill" (Byrne 1987:15).

5. 2. 1. Maximizing learner's interaction in frontal teaching

This chapter focuses on learners' interaction and furthermore their participation in frontal teaching and how it can be maximized. Scrivener points out some useful tips how to maximize learners' interaction, which may be used during frontal teaching, either to decrease the teacher talk and increase the participation and interaction of the learners.

Scrivener assumes that, to achieve it, the teacher should at first establish a positive and relaxed classroom environment, since when there is a positive rapport either among the

learners, and among the teacher and the learners, it may increase the interaction in the classroom. He suggests that the teacher should minimize giving explanations and, instead, ask questions, especially open-ended questions (see chapter 4.3.1.). Scrivener says that the teacher should allow learners more time for them to think and speak without interrupting them. The teacher should also allow learners opportunities to talk, replace unnecessary teacher talk by gestures, and let the learners finish their ideas and sentences. Furthermore, the setting of the classroom may also influence the learner's interaction. The seating may be changed so that the learners can "see each other and talk to each other", furthermore, the typical frontal position of the teacher may be changed so that the teacher stops to be central to the class, but the whole class becomes to be the focus. Scrivener says that to encourage learners' interaction in frontal teaching, the learners should also interact with each other not only with the teacher. He adds that the teacher should "get students to ask questions, give explanations, etc. to each other rather than always to you" (Scrivener 1998: 15).

5. 3. Teacher talking time

During frontal teaching and not only, the teacher does a lot of talking in the classroom. Moon says that teachers are often criticized for that, because they are not offering learners many opportunities to talk. She further suggests that the purposes for their talk must be considered, since, through the teacher's talk, the learners learn (Moon 2000: 60). Richards and Lockhart claim that: "...effective teacher talk may provide essential support to facilitate both language comprehension and learner production" (Richards, Lockhart 1996: 184). Krashen proposes that: "...this is how teachers provide learners with 'comprehensible input' (input which is finely tuned to the learner's level of comprehension), which he sees as 'the essential ingredient for second language acquisition'" (Krashen in Richards, Lockhart 1996: 184). Harmer adds that the teacher is the one who can offer learners language comprehensible to them, since he is familiar with their level of knowledge and is able to use the appropriate language that the learners will understand, which could not be offered by the outside world (Harmer 2001: 66). However, Harmer proposes that it is necessary:

...to be aware of how much we ourselves are speaking. If we talk all the time, however 'comprehensible' our language is, the students are denied their own chance to practise production, or get exposure through other means (from reading or listening to tapes, for example). They may also become bored by listening to the teacher all the time. (Harmer 2001: 66)

Moon points out the purposes of teacher talk in the classroom, such as giving instructions, controlling, providing feedback, praising, asking for information, giving information, providing examples of the target language, giving models of procedures or strategies, checking or testing learners' understanding, joking, maintaining a good atmosphere (Moon 2000: 61). Other purposes of teacher talk are foreshadowed by Nunan and Lamb. These are error correction and feedback, teacher's questions and the use of the first language (Nunan, Lamb 1996: 60). Some of the teacher talk is usual when working in frontal teaching organisational form, which is for example giving instructions, controlling, teacher questions, sometimes even error correction and feedback.

Mallamah-Thomas divides teacher talk according to its influence on the learners. Among the kinds of teacher talk with indirect influence proposed by Mallamah-Thomas belong dealing with learners' feelings, praising and encouraging learners, joking, using learners' ideas such as "clarifying, using, interpreting, summarizing the ideas of students" (Mallamah-Thomas 1987: 23-24), repeating learner response verbatim (especially during drills), asking questions (either with the expected answer, cultural questions or personal questions). Subsequently, among the kinds of teacher talk with direct influence belong giving information, correcting, discussing culture and people of the target language, modelling, helping learners to orientate in the task, telling learners about self, routine work (everyday instructions), giving directions, drills, and criticizing (either the behaviour of the learners or their responses) (Mallamah-Thomas 1987: 24). All the proposed kinds of teacher talk occur during frontal teaching, though some of them may occur during group work or pair work.

5. 3. 1. Questioning

Most of the time, during frontal teaching, is taken up by teacher questioning. Nunan and Lamb remark that "questions fulfil numerous functions in the classroom" (Nunan, Lamb 1996: 80). Teachers may use questions in order to "elicit information, to check understanding, and also to control behaviour" (Nunan, Lamb 1996: 80). Richards and Lockhart point out several reasons why questions are used so commonly:

- They stimulate and maintain students' interest.
- They encourage students to think and focus on the content of the lesson.
- They enable a teacher to clarify what a student has said.
- They enable a teacher to elicit particular structures or vocabulary items.
- They enable teachers to check students' understanding.

- They encourage student participation in a lesson.
(Richards, Lockhart 1996: 185)

Ur adds some more reasons for questioning such as:

- To find out something from the learners (facts, ideas, opinions).
- To direct attention to the topic being learned.
- To inform the class via the answers of the stronger learners rather than through the teacher's input.
- To encourage self-expression
- To communicate to learners that the teacher is genuinely interested in what they think.

(Ur 1996: 229)

Richards and Lockhart also claim that teacher's questions may be classified in many different ways. However, Richards and Lockhart divide questions into three kinds - "procedural, convergent, and divergent" (Richards and Lockhart 1996: 186). Procedural questions are questions about classroom management, procedures and routines. Richards and Lockhart provides some examples of such questions:

Did everyone bring their homework?
Do you all understand what I want you to do?
How much more time do you need?
Can you all read what I've written on the blackboard?

(Richards, Lockhart 1996: 186)

According to Richards and Lockhart, convergent questions usually expect short answers which focus on the central topic. These questions do not need higher level of learners' thinking, since the answer is usually "yes" or "no". Richards and Lockhart assume that teachers often ask convergent questions in a quick sequence. Furthermore, it "helps to develop aural skills and vocabulary and to encourage whole-class participation before moving on to some other teaching technique" (Richards, Lockhart 1996: 186).

On the other hand, divergent questions require diverse learners' responses and encourage higher-level thinking. By divergent questions, teachers expect learners to provide their own information.

Nunan and Lamb as well as Ur describe different types of questions in a more general manner. They divide questions into closed-ended and open-ended. Ur suggests that the difference between open and closed questions is that open questions have many possible answers, whereas closed questions support only one right answer (Ur 1996: 229). Nunan and Lamb remark that open-ended and closed-ended questions are different in their nature and

differ with various kinds of activities, the answers of learners and their language used according to each type of a question (Nunan, Lamb 1996: 84).

Although, questions play an important role in the teaching/learning process, they have been of the interest of many specialists on didactics, since there are many aspects that have to be taken in account. Nunan and Lamb claim that some of the specialists on didactics such as, for example, Good and Brophy has been arguing about the typical question-answer “Ping-Pong” where the teacher asks question, learners respond, the teacher evaluates this respond and asks another question (Nunan, Lamb 1996: 81). Ur describes that as “IRF” (Initiation - Response - Feedback), which is usually used in frontal teaching. Ur believes that this type of questions are used most often during the teaching process in the classroom, though it is not always a suitable pattern for achieving the aim of the activity, since it does not support communicative aims and there is often one right answer which the teacher already knows (Ur 1996: 228, 237). That is why Nunan and Lamb concentrate on the aspects connected with questioning so that it is effective.

The important aspect connected with teacher questioning is a ‘wait time’, which is not often as long as it should be. Nunan and Lamb assume that the “wait time” is important for the learners “to have sufficient time to think about questions before being required to answer them” (Nunan, Lamb 1996: 84-85). Many specialists on didactics argue about the length of the “wait time”, since, sometimes it is important to prolong the time, especially with “high-structure situations”, but on the other hand, it may sometimes break the dynamics of the classroom interaction (Nunan, Lamb 1996: 87). However, it is important to consider this aspect in order not to distract the pace of the classroom dynamics.

The next important aspect of teacher questioning to be considered is the distribution of the questions among the learners so that they all have the chance to participate. Nunan and Lamb suggest that this is often connected with the teacher’s action zone (which will further be described in the following chapter) where teachers tend to call some learners more often and may ‘neglect’ those that are not in his action zone (Nunan, Lamb 1996: 87-88).

Elicitation is also a common aspect of teacher questioning that have to be taken in account. “Elicitation methods are designed to extract from students information that might otherwise have been provided by the teacher” (Nunan, Lamb 1996: 93). Although, the teacher wants to be sure that learners know the rule, the context can be disturbed and the communicative function of the questions and answers may be totally distracted.

Ur provides some criteria for effective questioning, such as clarity of the question, “learning value” (whether it evokes learners thinking and responses related to the topic or if it

is time-filling question etc.), learners' interest, availability, extension, teacher reactions (they should not be afraid of the teacher's negative reactions) (Ur 1996: 230).

Questions play a crucial role in frontal teaching and that is why they should not be underestimated and all the criteria and aspects of effective questioning should be taken in account.

5. 3. 2. Teacher's action zone

When teaching the whole class, even the large one, it is sometimes difficult for the teacher to concentrate on all the learners in the classroom. Despite the teacher's best intentions he often tends to interact with some learners more often than others, which is sometimes quite difficult to avoid. Richards and Lockhart claim that this situation creates so called teacher's action zone, which may be indicated by:

those students with whom the teacher regularly enters into eye contact;
those students to whom the teacher addresses questions; and
those students who are nominated to take an active part in the lesson.

(Richards, Lockhart 1996: 139)

These learners occur in teacher's action zone and usually participate more often than learners outside the action zone. Richards and Lockhart propose that: "this zone includes the middle front row seats and the seats up the middle aisle" (Richards, Lockhart 1996: 139). Richards and Lockhart further remark that not only these places indicate the teacher's action zone, since every teacher may have his or her personal action zones, such as, for example, the right hand side, girls rather than boys, or brighter learners. In spite of that, during frontal teaching and choral repetitions, all learners may interact but when asking questions to individual learners only a half of them participate.

However, this is very difficult to avoid and, therefore, the learners outside the action zone are in disadvantage, and their interaction might be minimal.

5. 4. Student talking time

Student talking time is obviously the time devoted to the learners to talk. Even though there is not much student talk in frontal teaching, since this has not necessarily been true, it is important to mention it. However, there is not much written on student talking time, and thus it is quite difficult to analyse the situations when the learners are supposed to talk and when

not, as it is in case of teacher talk. Most of the specialists on didactics agreed on that the learners should be given as many opportunities to talk as possible. However, Harmer concludes that: “on the whole we want to see more STT than TTT, since, ..., *You don't need the language practice, they do*” (Harmer 2001: 66).

Scrivener suggests that the best way how to increase student speaking time is to put them in pairs and groups (Scrivener 1998: 14).

6. Criteria for assessment of the use of frontal teaching activities

For the purposes of the practical part, it is necessary to state the criteria for assessment of the use of frontal teaching activities. The following research concentrates on the effectivity of use of frontal teaching activities; therefore, it is important to assess them according to the following criteria.

Frontal teaching is used with:

- accuracy-based activities requiring the error correction
- activities focusing on form
- activities that require control over their content: drills, question-answer activities, doing/checking textbook activities, translations and choral repetitions
- activities where the teacher talk is necessary: giving instructions, controlling, providing feedback, praising, asking for information, giving information, providing examples of the target language, giving models of procedures or strategies, checking or testing learners' understanding, joking, maintaining a good atmosphere (Moon 2000: 61)

Frontal teaching is usually not used with:

- activities focusing on fluency
- activities focusing on meaning
- activities with communicative aims: group discussions, exchanging the information, opinions, problem solving, making arrangements or decisions with others, role-plays, dialogues etc. (Nunan, Lamb 1996: 29) and communicative games

7. Practical part

The practical part concentrates on frontal teaching and its representation in learning and teaching process. The practical part consists of two researches. The first one concentrates on proportional representation of frontal teaching and different organisational forms, such as individual work, pair work and group work. The second section of practical part concentrates on the use of frontal teaching with different types of activities and its typical features and the functionality of frontal teaching with these activities. Furthermore, it concentrates on the aim of English language teaching in relation to the effectiveness of frontal teaching. The main aim of the practical research is to use criteria described in the theoretical part and results of the research to support these hypotheses:

Frontal teaching is so far more used organisational form in the teaching and learning process than pair work and group work.

The use of frontal teaching with the observed activities functions according to the criteria described in the theoretical part and fulfils the aim of English language teaching.

The main focus of the first research is to find out the proportional representation of frontal teaching and different organisational forms. The question of the quantitative research is: 'Is frontal teaching the most frequently used organisational form in the teaching and learning process than pair work and group work?' This topic has been chosen in order to find out whether frontal teaching is still the most preferred organisational form used in the lessons, even though the Communicative approach has been widely accepted all over the world (Richards, Rodgers 1993: 157).

The main focus of the second research concentrates on the use of frontal teaching with different types of activities and the functionality of frontal teaching with these types of activities, furthermore it concentrates on main aspects of frontal teaching with these types of activities, such as the length of teacher talking time, student talking time, interaction patterns and roles of the teacher, which will be analysed according to the theoretical part. The main questions of this research is: 'Is frontal teaching effective with the observed activities and what are the main aspects of frontal teaching with these activities?', 'Is the use of frontal teaching effective in relation to the aim of English language teaching?' Although, it is difficult to find out whether the use of frontal teaching is effective, however, this will be analysed according to the criteria described in the theoretical part.

The data for analysis were collected by the structured observation, which includes description of the activities, especially what the teacher and learners do during these activities, the use of organisational forms and time devoted to each organisational form, the length of teacher talking time and student talking time and interaction patterns (appendix 1). I observed twenty-six lessons of one teacher. The observations were held during February and March. I observed various English lessons of different classes, such as sixth graders, seventh graders, eighth graders and ninth graders. It is important to mention that these were classes with not more than twelve learners.

Since, the observations were done in the classes of one teacher, it was necessary to interview the teacher in order to find out what are her assumptions about teaching and learning, and, especially, what organisational forms and for what purposes the teacher usually uses them.

The six observation sheets in the appendix were chosen in order to show the most frequently used activities that will be analysed in the second research

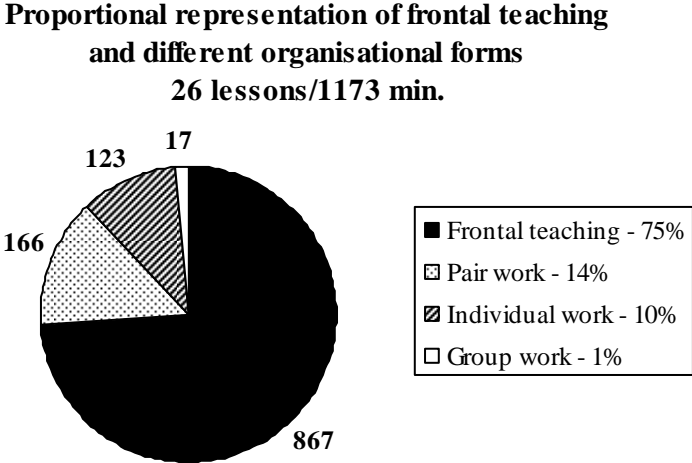
7. 1. Proportional representation of frontal teaching and different organisational forms

The aim of this research was to find out what is the proportional representation of frontal teaching and different organisational forms in English classes. This research has been done in order to find out whether the frontal teaching is the most used and preferred organisational form in teaching and learning process. The Communicative approach has been discussed and described all over the world, and the use of frontal teaching is slowly moving behind the two organisational forms such as pair work and group work. Those two forms are, without any discussions, the best organisational forms to support communication among the learners. But still, even though communication among the learners is stressed by many specialists on didactics, frontal teaching is still the most used organisational form (Richards, Lockhart 1996: 147), as it can also be seen in the following research. The results of this research should support these hypotheses:

Frontal teaching is so far more used organisational form in the teaching and learning process than pair work and group work.

During the observations, the attention was paid to the time devoted to each organisational form. This was done by measuring the length of each organisational form used in the observed lessons. Twenty-six lessons were observed in order to find out the results of

this research. The time is noted down in minutes. The final amount of time devoted to the organisational forms together was one thousand one hundred and seventy-three minutes. The graph below displays the amount of time in minutes devoted to each of the organisational forms:



As it can be seen, most of the time was devoted to frontal teaching, which is eight hundred and sixty-seven minutes which makes seventy-five percent of the total observed time. The second is pair work, which has one hundred and sixty-six minutes, which is much less than in case of frontal teaching, it makes fourteen percent. The third in the rank is individual work which is represented by one hundred and twenty-three minutes, which makes ten percent, and the last organisational form observed is group work, which has only seventeen minutes and one percent from the whole amount of one thousand one hundred and seventy-three minutes. If this is transformed into 45-minutes lessons, frontal teaching would take about nineteen lessons, pair work would take about three and a half lessons, individual work would take two and a half lessons and group work would not take even a lesson out of the twenty-six observed lessons. See the chart below:

Organisational form	Time in minutes	Lessons	Percentage
Frontal teaching	867	19	75%
Pair work	166	3,5	14%
Individual work	123	2,5	10%
Group work	17	0,4	1%

This clearly shows that the teacher prefers frontal teaching from other organisational forms which support the above stated hypothesis. It may also support the opinions of Harmer, Richards and Lockhart who claim that frontal teaching is still the most used and preferred organisational form (Harmer 2001: 114), (Richards, Lockhart 1996: 147). To find out the reliable results of the research that would support the statement that frontal teaching is preferred and most used organisational form, the observations of teachers all around the world would have to be done.

7. 2. Analyses of the observation sheets

For the researches, the structured observation was used. The main part of the observation sheets concentrates on the description of the activity. The description of the activity is divided into two parts in order to describe the actions of the teacher and, separately, actions of the learners. One of the main parts was the concentration on the choice of organisational forms and the time devoted to each of them. The next parts of the observation sheets are student talking time and teacher talking time, where there was written the time of the teacher's talk and students' talk. The next part is interaction patterns which were meant to analyse the interaction during each organisational form (appendix 1). All these aspects have been chosen in order to define the activities according to the criteria of use of frontal teaching and aspects connected with it.

Before the research, it may be interesting to mention which organisational forms are used with different kinds of activities. There were different kinds of activities observed in the lessons. At first, let's state which activities were used during the individual work. These were:

- completing tasks in the textbook: grammar exercises, vocabulary exercises, reading comprehension tasks
- reading aloud with the headphones
- Bingo
- writing tasks - tests, forming questions for the partner
- drawing out the unknown words from the text

Next, there are activities done in pairs, which are:

- comparisons
- dialogues: question-answer, reading dialogues in pairs, making dialogues according to

the example, practising of the dialogues

- role-play
- communicative activities
- preparations for the subsequent activities done in frontal teaching

In case of group work, these are activities where learners organise the activity like building a town from boxes on the carpet and games that are based on teams, such as:

- cooperative work when organising the activity
- game - Word Scramble

In the following lines, the attention is paid to the activities used in frontal teaching, which is the focus of the following research. It concentrates on the use of frontal teaching with different types of activities and the functionality of frontal teaching with these types of activities. Furthermore, it concentrates on the effectiveness of use of frontal teaching according to the aim of English language teaching. This will be analysed with the support of the theoretical background described in the theoretical part of this thesis. The aim of the research should support this hypothesis:

The use of frontal teaching with the observed activities functions according to the criteria described in the theoretical part and fulfils the aim of English language teaching.

The observed activities are divided into categories, which will be further analysed according to the criteria described in the theoretical part. Among the activities observed in the lessons belong:

- instructions
- explanations
- organising the lesson
- providing feedback
- doing/checking textbook exercises
- question-answer activities
- jokes, riddles, tongue twisters and other warm-up activities
- games
- songs
- translations
- choral repetitions
- drills
- discussions

- listening
- reading
- providing information and culture facts

In the following lines, each category will be analysed and provided by the examples from the observation sheets. The activities will be analysed from various aspects connected with frontal teaching and organisational forms. Some of the aspects may be observed, such as description of the activities with the actions of the teacher, the actions of the learner, the length of teacher talking time, the length of learner talking time, and interaction patterns. More of the aspects will be analysed from the descriptions of the activity, which will be more or less deduction, since it is sometimes difficult to observe the roles of the teacher and roles of the learners.

The first category is instructions. In this teacher's activity, teacher gives instructions for the learners' work, which can only be done in frontal teaching, since if the teacher would have to provide each learner or group or pair with instructions, this would be time consuming as Harmer proposes (Harmer 2001: 114). When the teacher gave instructions, the learners were silent and followed what the teacher said, so there was no learner talk observed only when the teacher asked if the instructions are clear and learners replied. As a result, the interaction patterns are mainly teacher (T) to learners (Ls), occasionally T-L. The role of the teacher when giving instructions is controller as stated in chapter 2.3.2., and organiser, since he tells the learners how they are going to do the activity and makes decisions about the organisational forms (Harmer 2001: 58). In this case, the use of frontal teaching is vital, since it is the best way how to organise the activity and prepares learners for the following stage of an activity, which is usually done in frontal teaching, since the teacher is the one who directs the lesson. The use of frontal teaching when giving instructions is off hand, since only the teacher was familiar with what was going to be done during the lesson. Furthermore, it coincides with the criteria of the use of frontal teaching.

The following category is explanations. This is again the activity of the teacher, since he provides learners with the explanations of grammar (appendix 3), vocabulary and pronunciation (appendix 5). This is similar as in case of instructions, where the teacher explains it to the whole-class, which is not as time consuming as individual explanations. Again, there was no learner talking time during the explanations. The only action of the learners was to make notes and listen to what the teacher says. The interaction patterns were T-Ls because the teacher provided the learners with the units they were not familiar with and where their participation was not acceptable. According to Brown's classification of T-L

interaction (chapter 4.1.), the teacher lectures, which means that he, for example, gives explanations (Brown 1975: 67 in Richards, Lockhart 1996: 147). According to Ur's code of participation (chapter 4), it is TT, which means that the teacher is dominant and very active and learners are only receptive (Ur 1996: 227). The teacher acted as a controller and transmitted the knowledge to the learners. If the phases of activities are taken in account, this would fall in the 'run' phase (Scrivener 1994), where the choice of organisational forms depends on the aim of the activity. In the case of explanations, the aim was to provide learners with the necessary information about the new target language (in the observed explanations, it was grammar, vocabulary, or pronunciation). Explanations belong to the category of presentation activities where the teacher presents new items, which is usually done in frontal teaching, where the teacher explains and provides new information concerning the target language (Nunan, Lamb 1996: 46). As it has been previously discussed in the chapter concerning types of activities, presentation activities are usually done in frontal teaching and explanations are one of them, since they prepare learners for the subsequent phase - practise. It may be said that the use of frontal teaching when giving explanations works, since it discharges the criteria of the use of frontal teaching described in the theoretical part and foreshadowed in the few preceding lines.

As the previous two activities are teacher-directed, the next activity is more or less again up to the teacher. It is organising the lesson. By the organising the lesson, it is meant that the observed teacher announced what is the plan of the lesson (appendix 3). This may only be done in frontal teaching, since the teacher is the one to organise the lesson and the learners did not know the intentions of the teacher. The interaction patterns are therefore T-Ls. The role of the teacher was organiser, which involved giving learners information about the lesson and together with it, motivating them. Organising the lesson belong to the lead-in phase where the teacher organises and motivates learners for the subsequent activities. The use of frontal teaching is vital to use because only the teacher knows the content of the lesson.

The next activities were doing/checking textbook exercises (appendix 3, 4). It is necessary to say that the textbook, the observed teacher used in the lessons was Time To Talk I (the role of the textbooks has been discussed in chapter 3.3.), which is based on Presentation, Practice and Production, which has been described in chapter 2.3.2. Checking exercises was either the activity following individual work, where the learners at first filled in the exercise (grammar, vocabulary, or reading comprehension check), or the learners were immediately called one by one to say the answers. These tasks were always based on accuracy, so the immediate correction of the teacher was needed. That was why the teacher

always checked the exercise with the whole class. Byrne further adds that it is often quite time consuming, so it is better for learners to prepare the answers in advance in pairs and then check the exercises with the whole class (Byrne 1987: 21). The purposes of teacher talking time with these activities were to correct the mistakes, ask another learner to correct and to call the learner to say the answer. Nunan and Lamb propose some of the reasons of teacher's talk and one of them is to correct errors and mistakes (Nunan, Lamb 1996: 60). The learner talking time was intended to start when the learners were asked to say the answer. The interaction patterns observed during these activities are T-Ls, T-L, and L-T. The role of the teacher is controlling. If we talk about the types of activities, these activities would belong to the category of practice, where the learners learn the previously presented items, or revise. However, doing or checking textbook activities, which were based on accuracy and needed the immediate error correction, which is usually done in frontal teaching.

The next category of activities observed in the lesson was providing feedback (appendix 4, 2). The feedback was usually provided by the teacher by asking some questions about the grammar or immediately after the activity by asking about the main features, especially after the activity, and where the teacher told the learners how well they have done in the task or checked their understanding or corrected the main mistakes that appeared during the task and assessed their performance by giving them marks. To this category also belongs praising, which was also provided by the teacher. The interaction patterns observed were usually T-Ls, T-L, L-T, and Ls-T. It was usually the teacher herself who assessed the learners' performance. Therefore, the role of the teacher was assessor who provides learners with feedback, corrects and gives marks. This usually belongs to the close activity when the task is finished and there is the time to provide the feedback (chapter 2.3.3.). The teacher talking time was maximized since the teacher assessed the learners, but the learners themselves, if asked, answered teacher's questions. Such feedback is usually provided by the teacher in whole-class setting, as it was done in the observed lessons.

The following category of observed activities is question-answer activities. This was usually done at the beginning of the lesson to broach the topic (appendix 5) or when asking procedural questions (appendix 2). This is a typical activity done in frontal teaching. The interaction patterns are T-Ls, T-L, L-T, and Ls-T. The teacher asked questions almost every lesson, mostly at the beginning of the lesson or after the tasks. The teacher asked different types of the questions, it depended on the activity or on the phase of the activity. She usually asked procedural questions at the beginning of the lesson, convergent and divergent questions before or during some topical activities. The teacher talking time in this case was usually as

long as learner talking time. Although, the teacher sometimes had to help learners with their answers, the wait time devoted to the learners' answers was quite long. The role of the teacher was controlling, although the focus was on fluency, rather than accuracy, but still, it required some control of the teacher. Frontal teaching with question-answer activities was used in order to elicit information from the learners and to find out something about them. In the case of eliciting information from the learners or finding something out about them is usually done in frontal teaching, but these kinds of activities do not usually support the communicative aims. In the case of the observed activities, the teacher usually asked questions to find out something about the learners or to check their knowledge, so the use of frontal teaching was one of the ways how to do this.

The following category is a mixed category of warm-up activities. Among the observed warm-up activities belongs joke, tongue twister, or riddles. All these warm-up activities were always done in frontal teaching. In case of jokes, the teacher used joke once during the all observed lessons and simply told the joke and the learners listened. In case of tongue twisters, the teacher wrote the tongue twister on the board and asked the whole class to read it. Then she called one learner after another to try to say it as quickly as possible. In case of riddles, the teacher asked questions and the learners guessed. All these activities have similar features, such as the role of the teacher, which was usually controlling, since all the activities were under the teacher's control. Except the jokes, where the interaction was T-Ls, the interaction in the two other activities was T-Ls, T-L, Ls-T, and L-T. The teacher talking time was shorter than learner talking time. In this case it is very difficult to analyse whether the use of frontal teaching is off hand. In case of jokes, the use of frontal teaching is possible when the teacher wants to encourage the learners at the beginning of the lesson. Frontal teaching used with riddles may also be off hand because the teacher provides the learners with the clues and they guess, which requires teacher's control. To use frontal teaching with tongue twisters may be discussed, but in the case of this observed activity, the aim was to practice learners' pronunciation abilities, where the teacher control was there to help learners with the pronunciation. The use of frontal teaching with these activities was good for the learners to cooperate as a class in solving the riddles and to have fun during the tongue twister. The aim of the activities was to make the atmosphere in the class relaxed, which worked well.

Games are quite a broad category, but again the features are similar. The teacher used games like Gallows (appendix 4), Noughts and Crosses and Suitcase (appendix 7). The clues or words were always provided by the teacher. In case of Gallows, the teacher provided the learners with the length of the word and asked the learners to guess. The game Noughts and

Crosses is based on the similar principle as Suitcase, where the teacher provides learners with clues and they must guess the word. As Byrne proposes (chapter 2.3.2.), guessing games belong to the language games done in frontal teaching, since they are a very good alternative to various drills based on accuracy (Byrne 1987: 21). The role of the teacher is a controller, who was in charge of the procedures and knew the correct answers. The teacher talking time was longer than the talk of the learners, since the teacher gave clues and learners only guessed by shouting or writing down the words. The interaction was T-Ls, L-T because the teacher asked questions to the whole class and the learner who knew had the opportunity to guess. These games were based on accuracy and required teacher's control, so the use of frontal teaching was used effectively though the participation of 'slower' learners was minimal.

Songs belong to the separate category of activities. The teacher used songs again to encourage the classroom atmosphere and to activate the learners. If the teacher used the tape recorder, she usually only announced what song are the learners going to sing or when the class sang without the tape recorder, the teacher asked what the learners want to sing today. That means that the decision was sometimes on the teacher and sometimes on the learners. The role of the teacher was the organiser, since she only told them that they are going to sing a song, both the teacher and the learners at first agreed on the song and sang. The teacher then praised the learners or asked whether they like the song. The songs were not new for the learners. The interaction patterns used during songs were T-Ls, Ls-T. The teacher talking time was minimal and used for the purposes of organising the activity, and most of the talking (or maybe better singing) was done by the learners. The teacher used songs either at the beginning of the lesson or at the end, when she saw that the learners are tired or nervous. Since singing is a choral activity, it is usually done in frontal teaching. Additionally, the aim was to encourage learners and maintain a good classroom atmosphere, which was always achieved.

Before some activity that required the knowledge of vocabulary, the teacher used translations (appendix 4). By the term translations is meant that the teacher said the word in Czech and the learners translated it. This was a very quick way of how to practice vocabulary, which saved time and the class might have moved to the next activity. With these activities, the teacher used Czech in order to make the activity as quick as possible. The role of the teacher was that of a controller. This activity, controlled and directed by the teacher, was based on accuracy so the teacher provided feedback right on the spot. The interaction was T-Ls, T-L, Ls-T, and L-T, where the teacher gave the word and the learners or the whole-class translated it. The teacher talking time was as long as the learner talking time, since it was

word-word exchange. The use of frontal teaching may be discussed, since the same may be done in pairs where one learner gives the word in Czech and another translates and vice versa. The aim of this activity is probably that the learners will practice and revise vocabulary needed in the following task, which was finally achieved, so the use of frontal teaching was not useless.

Choral repetition is a typical activity done in frontal teaching. This was done by having learners to repeat the words in order to master the pronunciation of the words (appendix 6). In this case, the teacher stands as a good language model who provides the learners with the correct pronunciation and difficulties connected with it. The teacher acted as a controller who is in charge of the activity. The teacher talking time was longer than learner talking time, since the teacher at first presented the word, usually from the list of the words on the blackboard, then pronounced the word and the whole-class simply repeated it. As a result, the interaction patterns were T-Ls, Ls-T. In chapter 2.3.2., Byrne suggests that in case of choral repetitions practising pronunciation, where the teacher stands a good language model, the use of frontal teaching is off hand (Byrne 1987: 18).

The following category of the observed activities was drills. Especially, the teacher used drill for practising colours (appendix 6). He did it by asking questions like: "What colour is this?" and the learners replied by telling the colour. Therefore, the interaction was T-L, L-T. It was a controlled drill where the teacher acted as a controller, since the activity was teacher-directed. The teacher talk was restricted to one question many times repeated. The learner talking time was therefore as long as the teacher talking time since the answer was required in a full sentence. Byrne proposes that the use of drills when learners need to learn vocabulary is not useful, since the learners have no choice in what they say (Byrne 1987: 18). Although the learners did not have many opportunities to talk, this drill was just a revision of acquired vocabulary, though this drill was used as an addition to the previous activity based on talking about St. Patrick's Day. That is why frontal teaching was used, mainly for the purposes of utilizing the time left at the end of the lesson.

Discussions were also used during the lessons (appendix 7). These were usually introducing new unit, where the teacher propounded one question and started the discussion. It cannot be said that it always worked, because it sometimes dissembled into question-answer work. This was once saved by the teacher calling the learners, so they were at the end 'forced' to join in the discussion and then it went well. As it has been said, the teacher sometimes had to support the learners' talk by suggesting some ideas so that the discussion proceeded. The learners reacted on the answers of the others which mean that the discussion was controlled

by the learners with just a little help of the teacher. The teacher controlled the procedure of the discussion so her role was a controller who does not correct the learners, although she sometimes repeated the learner's answer by saying it correctly, but did not directly correct it. As a result, the activity was mainly based on fluency. The aim from the teacher's perspective was to let the learners talk and to find out something about them. The interaction patterns were T-Ls, T-L, L-T, and L-L. Byrne says that exchange of opinions of the learners is an ideal situation of discussions done in frontal teaching (Byrne 1987: 59).

However, in the observed lessons occurred also much of the listening, though it was mostly listening to the introductory text, which was the pre-phase for some comprehension checks done in the textbook (appendix 5). The whole-class was listening to the tape and then did the exercises. It is difficult to analyse the main aspects of this activity, since there is no activity of the learners and the only activity of the teacher was to turn on the tape recorder. All the actions that followed, were described in this chapter - exercises.

The least but not last category of activities is reading. The teacher usually asked the learners to read the text so that the learners had a chance to practise their pronunciation. The teacher acted as a controller who subsequently corrected the mistakes and assessed the learners. This was done with the help of the language laboratory, where each learner had headphones with a microphone and the teacher monitored the pronunciation of some of them and if previously announced, gave them marks and provided the feedback (appendix 2). The teacher acted as a monitor, assessor and, of course, controller, who is in charge of the class. The teacher talking time appeared after the reading when providing learners with feedback, which has been previously discussed. Reading for the purposes of pronunciation is effective to be done in frontal teaching, since the teacher has a control over the class, and may immediately correct the errors and mistakes. It would be different with reading for understanding, but this did not appear during the observations.

The last category was providing information and culture facts. Since the textbook does not offer much information about the target culture, the teacher had to provide it herself. She did it by telling the learners interesting information and the learners were mainly listening and taking notes (appendix 6). The teacher acted as a provider of the information/resource and time to time asked questions about the learners' understanding. The teacher talking time took the whole length of the activity while the learners were listening. Although this may be done differently, the teacher's talk was interesting, and the learners seemed interested in the topic. Frontal teaching used with providing information is off hand, since the teacher was the one to be familiar with the facts.

The preceding paragraphs were simply describing and analysing the categories observed during the lesson. In the following part, the use of frontal teaching with these activities will be compared to the criteria described in the theoretical part.

At first, let's summarize the specification of frontal teaching (chapter 2.2) and compare it with the main features of the observed activities. With the preceding activities, especially games, jokes, the teacher in frontal teaching organisational form was trying to engage the atmosphere in the classroom, tried to amuse the learners, which was achieved (chapter 2.2.). The whole-class was concentrating on the teacher's talk, which stood as a good language model, mainly with the activities like choral repetitions and drills. The next activities that were done in frontal teaching were instructions and explanations, which is not time consuming, as Harmer proposes (Harmer 2001: 114). The work in frontal teaching supports the relation between the learners, which may be realised in the activities such as discussions, where the learners accept or refuse ones opinions and form their roles in the classroom. Even though the learners may become bored during the long work in frontal teaching, the teacher may encourage them by playing games or joking, which was also done in the observed lessons.

The next criterion is the use of frontal teaching in relation to aims, which is described in chapter 2.3.1. The general aim of language learning is to develop communicative competence. As suggested in chapter 2.3.1, the use of frontal teaching is effective only when practising form of the language, but it is not effective when the meaning of the language needs to be taken in account. The best organisational form to fulfil communicative aims is group work and pair work. It must be said that during the observations, only one hundred and eighty-three minutes out of one thousand one hundred and seventy-three minutes were devoted to the group work and pair work. Furthermore, there were only two communicative activities observed from the whole amount of twenty-six observed lessons. This statistics shows that most of the activities do not have the potential to support the development of communicative competence, since most of the activities were based on form and accuracy rather than on meaning.

If types of activities are taken in account, the teacher used presentation and production activities as it is also stated to be the only two possible activities, since the production activities should be done in other organisational forms. Among the observed presentation activities belong instructions and explanations, where the teacher is the one who presents, therefore the use of frontal teaching is off hand. In case of practice activities, the teacher used activities like drills, choral repetitions, response drills. As Richards and Lockhart state, in

such types of activities the teacher controls the learner's performance or stands as a model for their performance (chapter 2.3.2). No production activities were done during frontal teaching, these were always done in pairs. In case of accuracy or fluency based tasks, the teacher used mainly accuracy tasks such as controlled drills, exercises and language games, where the teacher controls and is in charge of the procedure. The only fluency activity done in frontal teaching was the discussion, which was again controlled by the teacher, but the mistakes and errors were not immediately corrected. As Byrne suggests, the use of frontal teaching with these activities is not useless, since they usually require the control of the teacher (chapter 2.3.2.).

The use of frontal teaching is also connected with different phases of activities. According to Scrivener's division of activities, foreshadowed in chapter 2.3.3., the teacher used frontal teaching in lead-in activities, such as questions to introduce a new topic, which is usually done in frontal teaching, since the teacher knows what the class is going to do or talk about. In set-up phase, the teacher usually gave instructions, provided examples and organised the lesson and activities which is in accordance with Scrivener's description of this phase. In close phase, the teacher is supposed to provide feedback, assess, provide self-correction of the learners by asking questions and correct, which was also used during the observed activities, especially in close phase of the activities.

The next criterion or more specific feature of frontal teaching is the role of the teacher, which is usually that of a controller, organiser, assessor, resource and observer. The teacher acted as a controller almost in most of the activities based on accuracy, where the control over the content of the activity, learners' actions and mistakes was necessary. The teacher acted also as an organiser who checked learners' understanding and provided them with the organisation of the activities. The teacher as a resource was active when providing learners with information about the culture of the target language or information concerning the topic. Learners were mainly passive receivers of the knowledge. Concerning the role of the textbook, it was based on the Presentation Practice Production, which is described in chapter 3.3., but the teacher usually inserted different activities, so the learners did not become bored.

The participation of the learners was less active as Ur describes, the learners were mainly receptive or only receptive and the teacher was active, as it was with the explanations and instructions. Or the learners were on the same level of participation as the teacher, as it was especially with question-answer activities. The interaction was mainly T-Ls, T-L, L-T, and Ls-T. Byrne describes the interaction from the point of view of the control the teacher may have over the class. The teacher had greater control during choral repetitions and drills. It

may be said that the teacher had control over all the observed activities done in frontal teaching, sometimes she let the learners think, but still controlled their answers. As it can be seen the interaction is bound to the exchange among the teacher and the learners, since the control of the content of the activity was necessary. The teacher did not try to maximize the interaction of the learners, since the amount of the learners in the class was not bigger than twelve, so all of the learners had opportunities to interact with the teacher.

The next criterion is the purpose of use of teacher talk. The teacher usually talked when lecturing, questioning, or responding (chapter 2.1.), correcting, assessing and, simply, providing feedback. There was no unnecessary teacher talk during the observed lessons. Learners were usually allowed to talk when the teacher asked questions, or sometimes they had opportunities for comments or questions. The teacher's questions, as described by Richards and Lockhart and Ur in chapter 4.3.1. were used to elicit vocabulary items and structures, to raise the learner's interest, to find out something about the learners, to direct the attention to the topic and for learners' self-expression. These are the most frequent reasons for teacher's questions in frontal teaching.

To conclude with, as all the criteria from chapter 6 has been mentioned, the use of frontal teaching with the observed activities functions. Finally, the aim of English language teaching and learning cannot be fulfilled since there were only two communicative activities during the twenty-six observed lessons. The activities used frontally were mostly based on accuracy not the meaning. The learners were taught and practised the form of the language, and the meaning and purpose of the use of the language has never been explained to them or even practised. Although the research supports almost all the criteria from the theoretical part stated above, the results of the research cannot support the following hypothesis:

The use of frontal teaching with the observed activities functions according to the criteria described in the theoretical part and fulfils the aim of English language teaching.

7.3. Analysis of the interview with the observed teacher

The purpose of the interview of the observed lessons is simple. The observations were made in the lessons of one teacher, therefore it is necessary to find out something about the assumptions of the teacher and especially about the use of organisational forms. The interviewed teacher is a female teacher who has worked in the education for thirty years, she is kind and friendly, therefore the interview was nice and she answered all the questions with

enthusiasm. As it can be seen in the previous researches, the teacher used frontal teaching almost all the time and the use of other organisational forms is minimal. The interview was done after all the observed lessons and was not intended to be based exactly on the observed activities but rather on the assumptions of the teacher about teaching and learning.

Some of the questions used in the interview are inspired by the questions proposed by Richards and Lockhart, who noted them in their book *Reflective Teaching in Second Language Classrooms* (Richards, Lockhart 1996: 34, 36, 37).

The interview (I=interviewer, T=teacher):

I: What organisational forms do you usually use in the lessons?

T: I usually use frontal teaching, pair work, group work, and, individual work.

I: Which activities do you prefer doing in frontal teaching organisational form and which in pair work and group work?

T: I use frontal teaching when I am explaining grammar, when doing question-answer exchange, when doing textbook exercises, for translations, during discussions and for instructions. I use pair work when I need the learners to practise dialogues, and when practising vocabulary, where one learner gives the word in Czech and another translates and vice versa. I use group work with dialogues where there are more than two speakers and with various group projects.

I: How often do you use pair work and group work?

T: I usually use it when doing dialogues or when practising language. Because I am working with the textbook where there are not many activities supporting dialogues, I use pair work quite rarely. I often have to make some extra activities done in pair work myself or use different resources.

I: How do you see your role in the classroom?

T: My role as a teacher in the classroom is in all cases irrevocable. My role is directive, controlling, praising, and, of course, exemplary.

I: What roles are learners expected to assume in your classroom?

T: I expect my learners to be active, to participate, and to cooperate with me. Furthermore, I expect them to be interested in the subject and that is why I make my lessons as interesting as possible.

The interview shows that the teacher uses all of the organisational forms. Still, the use of frontal teaching seems to be more preferred by the teacher than other organisational forms. The second and the third question may serve as the evidence. The teacher uses frontal teaching for activities, such as grammar explanations, question-answer activities, textbook exercises based on filling in, translations, for class discussions and for instructions. The teacher uses pair work mainly for dialogues, and group work with 'dialogues' requiring more than two participants and with project work. Furthermore, she does pair work and group work rarely, because the textbook she uses is based more on frontal teaching and does not support pair work or group work. In the observed lessons, it may be seen that the teacher uses frontal teaching most of the time, mainly with previously mentioned activities. During the observations, the teacher used pair work for dialogues and group work for organising the activity based on the decisions of the learners. There are no textbook activities that would support pair work or group work during the observations. The explanation of her use of frontal teaching may be also seen in the answer on the fourth question where the teacher stated that her role in the classroom is controlling, directive, praising and being a model for the learners. All these roles are typical for frontal teaching, where the teacher directs, controls and finally praises or provides feedback. The teacher's expectations from the learners are mainly their interest in the subject, in this case English, their activity, participation in the activities and cooperation with the teacher. It must be said that during the lessons, the teacher always tried to involve learners by asking them questions or playing games with them, which may have raised their interest in the subject.

To conclude with the interview shows that the teacher's use of frontal teaching is influenced by her assumptions of her role in the classroom and by the use of the textbook based more on frontal teaching and rarely supporting pair work and group work.

8. Conclusion

This thesis was focusing on frontal teaching as one of the possible organisational forms. The main aspects connected with frontal teaching have been described and used as the background for the research. As it has been stated in the introduction, frontal teaching is still the most preferred organisational form in the teaching and learning process all around the world. That is why the first research has been done in order to find out the proportional representation of frontal teaching and different organisational forms and the functionality of frontal teaching according to the criteria in the theoretical part described and its effectiveness in relation to aims of English language teaching.

The quantitative research on the proportional representation of the observed organisational forms showed that frontal teaching was used in seventy- five percent which is eight hundred and sixty seven minutes. If this was transformed into forty-five minutes long lessons, this would finally take nineteen lessons out of the final twenty-six observed lessons, which is more than half of it. The other organisational forms when summarized would take only 25 percent from the amount of one thousand one hundred and seventy-three minutes/26 lessons. The results of the research showed that frontal teaching was used most of the time, therefore the results of the research support this hypothesis:

Frontal teaching is so far more used organisational form in the teaching and learning process than pair work and group work.

The next phase of the practical part was the qualitative research based on the main aspects of frontal teaching and the functionality of frontal teaching with the observed activities. The aim was to find out whether the use of frontal teaching with the observed activities was functional according to the criteria stated in the theoretical part and whether the use of frontal teaching was effective in relation to aims of English language teaching. At first, the activities were divided into categories according to their nature and type. Then each category of observed activities has been analysed according to the observations to point out the typical features, such as interaction patterns, teacher talking time, learner talking time, role of the teacher, use of frontal teaching in relation to types of activities, their aim or phases of the activities. Consequently, the main features were compared to the criteria described in the theoretical part. Finally, it was found that the main aspects of frontal teaching with the observed activities and the criteria were mainly in accordance, and the use of frontal teaching with the observed activities was mainly foolproof. However, during the observations, only

two communicative activities appeared and minority of the activities focused on form rather than meaning. Therefore, the results of the research cannot finally support this hypothesis:

The use of frontal teaching with the observed activities functions according to the criteria described in the theoretical part and fulfils the aim of English language teaching.

The last part of the research was the interview with the observed teacher. It was done to find out her assumptions about teaching and learning. The aim of the interview was to find out why the teacher used frontal teaching so often. This was done by asking previously prepared questions. The results of the interview finally showed that the teacher's use of frontal teaching is influenced by her assumptions of her role in the classroom and by the use of the textbook based more on frontal teaching and rarely supporting pair work and group work. Furthermore, she uses mainly pair work and group work for dialogues and project work, and therefore, it means that for different types of activities, the teacher uses frontal teaching, as it has been seen in her lessons.

Resumé

Tato diplomová práce se zabývá frontálním vyučováním jako jednou z možných organizačních forem. V dnešní době je stále více upřednostňován komunikativní přístup k vyučování a učení, což bylo důvodem výběru tématu organizačních forem. Stále více je zdůrazňován význam použití skupinové práce a práce ve dvojicích, ačkoliv frontální vyučování je stále upřednostňováno učiteli anglického jazyka po celém světě. Proto se tato diplomová práce zaměřuje na frontální vyučování a jeho specifika a použití. Ve výzkumu se autor zaměřuje na proporcionální zastoupení frontálního vyučování a jiných organizačních forem ve výuce anglického jazyka, a dále na funkčnost použití frontálního vyučování s různými typy aktivit a efektivitu použití frontálního vyučování s ohledem na cíle výuky anglického jazyka. Cílem diplomové práce je s pomocí teoretické části zjistit, zda se výsledky výzkumu opírají o následující hypotézy:

Frontální vyučování je doposud více používanou organizační formou ve výuce než práce ve dvojicích a práce ve skupině.

Frontálního vyučování s aktivitami pozorovanými v hodinách anglického jazyka funguje ve vztahu s kritérii popsány v teoretické části diplomové práce a splňuje cíle výuky anglického jazyka.

Ve vyučovacím procesu se můžeme setkat nejen s frontálním vyučováním, ale také s dalšími čtyřmi organizačními formami, kterými jsou samostatná práce, práce ve dvojicích a skupinová práce.

Frontální vyučování je definováno spoluprací učitele a žáků, kdy učitel obvykle stojí před třídou a kontroluje nebo monitoruje žáky, kteří vykonávají stejnou práci, zadanou učitelem.

Frontální vyučování se vyvíjelo už v dobách před J. A. Komenským, který byl ale první, kdo tuto novou demokratickou tendenci dále rozvinul. Herbart byl dalším, kdo se začal otázkou organizace ve vyučování zabývat a začal rozvíjet nový systém. Stále ale byla opomíjena žákova individualita a potřeby. Proto bylo vyučování stále kritizováno, což bylo důvodem reformy ve dvacátém století, kdy se rozvinuly i nové organizační formy.

Frontální vyučování je velmi kritizováno, ale přesto má i svoje kladné stránky. Umožňuje například učiteli učit velký počet žáků najednou. Žáci mají pocit, že patří do určité skupiny a jsou jejich součástí, tudíž se cítí jako celek nežli jako jedinec a navíc se mezi nimi vytváří sociální vztahy, což podporuje vzájemnou kooperaci mezi žáky. Při výkladu je výhodou, že se celá třída soustředí na to, co učitel říká. Toto je výhodou při vysvětlování nebo

dávání instrukcí, což učitel ušetří čas a celá třída se může soustředit na následující aktivitu. Přesto má frontální vyučování také své nevýhody. Při frontálním vyučování učitel většinou nebere zřetel na individualitu žáků a přistupuje k nim jako ke skupině. Participace velkého počtu žáků ve frontálním vyučování je minimální a žáci mají jen málo příležitostí k procvičování jazyka. Frontální vyučování také nepodporuje komunikativní cíle aktivit, tudíž nepodporuje vzájemnou interakci mezi žáky a žáci nemají mnoho prostoru k procvičování jejich komunikativních dovedností.

Použití organizačních forem záleží na rozhodnutí učitele, který musí zvážit jejich výběr s ohledem na cíle, fáze a typy aktivit. Cíle aktivit hrají důležitou roli při rozhodování učitele o výběru organizačních forem. Učitel by měl zvážit, jakou organizační formu vybere vzhledem k cílům aktivit, které se samozřejmě liší. Jediným omezením pro výběr frontálního vyučování jsou aktivity s komunikativním cílem, které tato organizační forma nepodporuje. Při výběru organizačních forem se musí také zohlednit typ aktivity. Frontální vyučování je nejvíce používáno s typy aktivit jako prezentační aktivity, při kterých učitel představuje nové jazykové struktury nebo témata. U procvičovacích aktivit je použití frontálního vyučování vhodné zejména s aktivitami jako procvičování, sborové opakování, kde učitel stojí jako jazykový model. Aktivity které vyžadují od žáka, aby produkoval již osvojené jazykové struktury, mají většinou určitý komunikativní cíl, proto není použití frontálního vyučování vhodné. Frontální vyučování se používá většinou s aktivitami, které se zaměřují na přesnost, což jsou aktivity, které vyžadují kontrolu učitele. To jsou aktivity jako například procvičování gramatiky, slovní zásoby, výslovnosti, dále jsou to aktivity jako jazykové hry, které jsou podobné procvičování, ale dělané zábavnou formou nebo to může být kontrolovaná konverzace. Na druhé straně aktivity, které jsou zaměřeny spíše na plynulost, jsou používány ve frontálním vyučování zejména, když je potřeba žákům ukázat, že i oni mohou cílový jazyk použít. Jsou to aktivity jako konverzace, simulace a poslech. Jak již bylo řečeno, užití frontálního vyučování není vhodné s komunikativními aktivitami, ale přesto má každá komunikativní aktivita svou přípravnou fázi, kde většinou žáci procvičují různé jazykové struktury, které vyžadují kontrolu učitele, a proto je s těmito aktivitami použití frontálního vyučování možné. Fáze aktivit jsou dalším faktorem, který by mohl ovlivnit výběr frontálního vyučování. Frontální vyučování se používá zejména ve fázi, kdy učitel představuje, co se bude v hodině dít, což je úvodní fáze aktivity. Použití frontálního vyučování je také vhodné v přípravné fázi aktivity, při které figuruje opět učitel jako hlavní aktér a organizuje, dává instrukce a demonstruje příklad. V konečné fázi aktivity je použití frontálního vhodné zejména při poskytování zpětné vazby.

Organizační formy určují učiteli jeho role, které mohou být v různých situacích jiné. Role učitele ve frontálním vyučování je zejména kontrolující, kdy má učitel plnou kontrolu nad obsahem aktivity a zaujímá řídicí roli. Další rolí učitele ve frontálním vyučování je role organizační, ve které učitel poskytuje informace o průběhu aktivity a určuje základní postupy. Ve frontálním vyučování může učitel působit jako hodnotitel, který žákům nabízí zpětnou vazbu, opravuje jejich chyby a hodnotí jejich výkony. Učitel též může působit jako zdroj informací, když chce, aby měla celá třída přehled o tom, co je potřebné pro tu danou situaci při různých aktivitách, což je například vysvětlování výrazů nebo kulturních fakt, která žáci neznají. Každý učitel by při jakékoliv organizační formě měl mít přehled o pokroku žáků, o tom co jim jde a nejde, aby jim mohl následně nabídnout zpětnou vazbu. V tomto případě je učitel pozorovatelem, který monitoruje žáky a jejich pokrok. Učitel může také zastupovat roli tutora, která je poskytována podle potřeb žáků a je vyhledávána v případě, kdy žáci spolupracují nebo vykonávají samostatnou práci a potřebují učitele, aby jim pomohl nebo poradil, dále je to role nápovědy, kdy učitel pomáhá žákům, když si neví rady nebo je navádí na správnou cestu. Tyto dvě předchozí role učitele jsou nutné v případě, když chce jednotlivec nebo skupina pomoci, kdy učitel postupuje dle individuálních potřeb žáků. U poslední role kterou může učitel mít je role účastníka. Při frontálním vyučování může učitel působit jako účastník jen při diskuzích, kdy podporuje žáky k mluvení nabízením svých vlastních názorů. Důležitá je ovšem i role žáka při frontálním vyučování. Žák je ale většinou jen pasivním příjemcem informací poskytovaných učitelem nebo jen odpovídá na učitelovi otázky. Role učitele a žáka jsou vzájemně propojeny s rolí vyučovacích materiálů, používaných při hodinách, který ovlivňuje výběr metod a organizačních forem ve vyučování.

Interakce v hodinách je dalším faktorem ovlivňujícím výběr organizačních forem. Ve třídě můžeme rozlišovat dva druhy výměny informací mezi žáky a učitelem. Tou první je transakce, což je sdělování informací od jednoho zdroje k druhému, většinou od učitele k žákům. Transakce je plně kontrolována učitelem, což se děje většinou ve frontálním vyučování. Kdežto interakce, je vzájemná výměna informací, která podporuje komunikaci mezi dvěma účastníky. Dále můžeme rozlišovat mezi pedagogickou interakcí a verbální interakcí. Verbální interakce se účastní dva lidé, kteří si vzájemně vyměňují informace, kdežto u pedagogické interakce je to konkretizováno interakcí, která může směřovat buď od učitele k žákovi/žákům nebo od žáka k učiteli nebo jinému žákovi a má většinou konkrétní pedagogický důvod.

Interakcí charakteristickou pro frontální vyučování je interakce učitel-žák/žáci. Při této interakci většinou učitel popisuje, vysvětluje, vypráví nebo nařizuje, dále také klade otázky a

nebo reaguje na veškeré podněty v hodinách, dále učitel chválí, kritizuje nebo žertuje se žáky. Při interakci žák-učitel reaguje žák na otázky učitele, komentuje nebo informuje o něčem pro něj důležitým. Při interakci žák-žák je použití frontálního vyučování možné v případě situace takzvaného otevřeného páru, kdy žáci například čtou rozhovor nebo si vzájemně odpovídají na otázky při diskuzích.

S interakcí ve třídě je úzce spojena i účast žáků v procesu výměny informací. Dominantnost učitele při různých aktivitách ovlivňuje účast žáků, proto čím méně je učitel dominantní tím více příležitostí pro žáky, aby mohli být aktivnější a účastnit komunikace ve vyučovacím procesu. Při frontálním vyučování má učitel dominantní roli, proto nemají žáci dostatek příležitostí k účasti. Participace žáků však může být zdokonalena, kdyby učitel například více kladl otázky než dával instrukce a kladl více otevřených otázek nežli těch, které vyžadují jednoslovnou odpověď.

Protože učitel ve frontálním vyučování často mluví, je důležité zmínit hlavní účel jeho řeči. Učitel mluví většinou když dává instrukce, kontroluje, poskytuje zpětnou vazbu, chválí, ptá se na různé informace, poskytuje informace, uvádí příklady cílového jazyka kontroluje nebo testuje žákovo porozumění, žertuje, udržuje atmosféru ve třídě, vypořádává se s pocity žáků, objasňuje názory žáků, napomáhá studentům orientovat se v úkolu, opakuje po studentech a klade otázky, které jsou velmi častým důvodem pro učitelovu řeč v hodinách. Otázky kladené učitelem mohou mít spoustu důvodů. Otázky mohou být kladeny, aby podnítily nebo udržovaly žákův zájem, aby povzbuzovali studenty k zamyšlení nad obsahem hodiny, dále umožňují učiteli objasnit to, co žák říká, dále mají zjišťovací funkci, když chce učitel od žáků určitou odpověď, kontrolují žákovo porozumění, podporují účast žáků při hodině. Dále jsou užitečné, když se chce učitel dozvědět od žáků něco zajímavého, když chce učitel udržet pozornost žáků na určité téma a také umožňují učiteli komunikovat se žáky. Existuje mnoho druhů otázek, které mohou být kladeny. Buď jsou to otázky, které vyžadují jednoslovnou odpověď nebo jsou to otázky, které vyžadují víceslovnou odpověď a podporují žákovo myšlení. Otázky také mohou mít konkrétní odpověď, což jsou otázky uzavřené nebo různé odpovědi, což jsou otázky otevřené. V průběhu vyučování klade učitel taktéž tak zvané procedurální otázky, které se týkají organizace a postupu v hodině. Když učitel klade otázky a vyvolává žáky, může se stát, že se bude soustředit jen na určitý okruh žáků. To znamená, že učitel vyvolává žáky, kteří jsou v jeho 'action zone', čímž mohou být například žáci, sedící v prostřední straně před učitelem. Tohoto efektu by se měl učitel snažit vyvarovat, aby byla účast všech žáků v hodinách přiměřeně stejná.

Stejně zásadní jako je řeč učitele je řeč žáků. Jak bylo již řečeno, ve frontálním vyučování žáci mluví většinou když jsou tázáni nebo vyvoláni. Je důležité poskytnout žákům co nejvíce příležitostí k tomu, aby mluvili a procvičovali své jazykové dovednosti.

Poslední částí týkající se použití organizačních forem jsou názory nebo přesvědčení učitele o vyučování a učení se. Na učitele v přípravné praxi nebo vlastní praxi působí mnoho faktorů, které mohou ovlivnit jeho názory a přesvědčení. Těmito faktory mohou být například jeho vlastní zkušenosti, když byl žákem, zkušenosti s tím, co nejlépe funguje, jeho zavedená praxe, osobní preference nebo principy pocházející z určitých vyučovacích metod a strategií. Každý učitel má svoje vlastní přesvědčení, která mohou být zjištěna kladením záměrných otázek, které prozkoumají učitelův pohled na způsoby vyučování a učení se.

Před samotným výzkumem byla specifikována kritéria použití frontálního vyučování, která sloužila k hodnocení pozorovaných aktivit. Dále byly vytvořeny náslechové archy, které obsahovaly popis aktivit, použité organizační formy délku času, kdy mluvila učitelka a žák a druhy interakce ve třídě. Dvacet šest náslechů bylo provedeno v hodinách jedné učitelky v šesté, sedmé, osmé a deváté třídě, kde tato učitelka vyučuje. Rozhovor s učitelkou je dodatečnou fází výzkumu, kde jsou zjišťovány důvody použití organizačních forem a její názory na vyučování a učení. Výzkum se skládá ze dvou částí. První výzkum se zaměřoval na proporcionální zastoupení frontálního vyučování a ostatních organizačních forem, jehož cílem bylo podpořit tuto hypotézu:

Frontální vyučování je doposud více používanou organizační formou ve výuce než práce ve dvojicích a práce ve skupině.

Výzkum zjistil, že frontální vyučování zastoupilo sedmdesát pět procent, což bylo osm set šedesát sedm minut a zhruba devatenáct vyučovacích hodin. Ostatní formy nezastoupily ani polovinu z observovaných hodin, což následně podpořilo stanovenou hypotézu.

Druhý výzkum se zaměřoval více na použití a funkčnost frontálního vyučování s pozorovanými aktivitami s ohledem na kritéria, stanovená v teoretické části diplomové práce a efektivitu frontálního vyučování s ohledem na cíle výuky anglického jazyka. Cílem výzkumu bylo zjistit, zda se potvrdí tato hypotéza:

Frontálního vyučování s aktivitami pozorovanými v hodinách anglického jazyka je funkční ve vztahu s kritérii popsány v teoretické části diplomové práce a splňuje cíle výuky anglického jazyka.

Průběh výzkumu probíhal tak, že se pozorované aktivity rozčlenily do skupin a následně analyzovaly. Každá analýza pak byla porovnána s teoretickým základem nastíněným v první části diplomové práce. Výzkum zjistil, že se funkčnost frontálního vyučování s pozorovanými

aktivitami vzhledem ke stanoveným kritériím potvrdila, nicméně s ohledem na cíle výuky aktivit nemohla být stanovená hypotéza potvrzena, protože z dvaceti šesti pozorovaných hodin byly napozorovány pouze dvě komunikativní aktivity a frontální vyučování, postavené na formě místo významu nemůže cíle výuky anglického jazyka podpořit.

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APPENDIX

ÚDAJE PRO KNIHOVNICKOU DATABÁZI

Název práce	Frontal Teaching in EFL Classes
Autor práce	Zorka Stínková
Obor	Učitelství anglického jazyka
Rok obhajoby	2006
Vedoucí práce	Mgr. Pavel Brebera
Anotace	Tato práce se zabývá frontálním vyučováním v hodinách anglického jazyka, zejména jeho specifikací, použitím a vztahem k různým aspektům s ním spojeným jako jsou role učitele, interakce ve třídě a postoje učitele k výuce. Výzkumná část se zabývá proporčním zastoupením frontálního vyučování a jiných organizačních forem a jeho funkčností s různými typy aktivit.
Klíčová slova	frontální vyučování, učitel, žák, role učitele, interakce ve třídě , aktivita

