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Katedra: anglického jazyka

Kombinace oborů: angličtina--informatika

TEACHER'S LANGUAGE
IN ENGLISH LESSONS

(Jazyk učitele v hodinách angličtiny)

Diplomová práce 97-PF-KAJ-29

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Počet	stran	obrázků	tabulek	příloh
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Název DP: .. JAZYK UČITELE V HODINÁCH ANGLIČTINY
.....
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Vedoucí práce: .. PhDr. Ivana Pekařová

Termín odevzdání: .. květen 1997

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Děkuji všem, kteří mě podporovali při vzniku této práce, zejména své rodině za trpělivost, důvěru, psychickou podporu a poskytnutí počítače; svým spolužákům a spolužačkám za inspiraci, motivaci a podnětné rady; paní Mgr. Ivaně Havlíkové za pomoc během pedagogické praxe; celé Katedře anglického jazyka za znalosti a zkušenosti, které jsem jejich zásluhou získala a které mi pomohly při psaní této práce; paní Mgr. Věře Burešové MEd. za pomoc v začátcích a za zapůjčení některých knih a paní PhDr. Ivaně Pekařové za čas, který věnovala čtení této práce a za cenné rady, bez nichž by tato práce neuspěla.

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Anotace

Tato práce se zabývá poskytováním motivace a pozitivní zpětné vazby prostřednictvím jazyka učitele. Jazyk je prostředek komunikace mezi učitelem a žáky a hraje důležitou roli v procesu učení a výuky ve třídě. Nevhodného používání jazyka učitelem může mít negativní vliv na žáky, což mnohdy vede ke ztrátě motivace a zájmu o předmět. Z tohoto důvodu by se všichni učitelé—a především pak učitelé jazyků měli snažit používat svůj jazyk efektivně ve všech situacích ve třídě, a tím vytvořit pro žáky lepší prostředí, které je bude povzbuzovat v učení a pomůže jim získat více sebevědomí. To vše pozitivně ovlivní nejen psychiku žáků, ale i jejich proces učení.

Abstract

This paper focuses on providing motivation and positive feedback through the teacher's language. A language is a medium for the teachers to communicate with their learners and it plays an important role in the teaching and learning process in the classroom. If used inappropriately, it can have negative effects on the learners, which can lead to lack of motivation and bad attitude towards the subject. Therefore all language teachers should try to use their language effectively in all classroom situations, and consequently create a more pleasant atmosphere in the classroom, which will encourage the students in their learning and help them gain more confidence. All of this will positively influence not only the learners' mentality, but also their learning process.

Die Annotation

Das Thema dieser Diplomarbeit befaßt sich mit dem Leisten der Motivation und mit einer positiven Rückkoppelung durch die Sprache des Lehrers. Die Sprache ist ein Kommunikationsmittel zwischen dem Lehrer und Schüler, und deshalb spielt eine wichtige Rolle im Prozeß des Lernens und Lehrens. Das ungeeignete Benutzen der Sprache durch den Lehrer kann einen negativen Einfluß auf die Schüler verursachen. Das führt oft zum Verlust der Motivation und des Interesses für das Fach. Aus diesem Grund sollten sich die Lehrer—v. a. dann die Fremdsprachenlehrer bestreben, ihre Sprache effektiv zu benutzen und zwar bei allen Situationen in der Klasse. Dadurch wird nämlich eine bessere Umgebung für die Schüler geschaffen, die dann die Schüler beim Lernen ermuntert und hilft ihnen zugleich ein höheres Selbstbewußtsein zu gewinnen. Das alles beeinflußt positiv nicht nur die Psychik der Schüler, sondern auch ihren Lernprozeß.

Questions: What role does language play and what language should teachers use at different stages of a lesson to create a more pleasant atmosphere in the classroom, to motivate the students, and make the teaching + learning process more effective?

OUTLINE

Thesis statement: Appropriate/effective use of the teacher's language in the classroom helps to create a more pleasant classroom atmosphere which, as a consequence, encourages/motivates students in their learning, helps them gain more confidence, and effects the learning process in a positive way.

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LIST OF ENTRIES

balance between L1 and L2—10
body language—2
communication non-verbs—2, verbal—2
comprehensive approach—3
distancing—20
error correction—22
feedback—7 (see also error correction and practice)
fluency—18
language adaptation—13, role of—1, L1—16, L2—17
learners—10
learning—12
level-adaptation—13
meta-language—3
motivations—5, instrumental, integrative, intrinsic, extrinsic—5
praising—23
teacher—4
teacher's roles—8-9
teacher talk—14
teacher talking time—15
teaching—13

COMMON ABBREVIATIONS:

e.g.	for example
etc.	et cetera, and others, and so forth
L1	language 1 (Czech)
L2	language 2 (English)
No.	numbers
p.	page
pp.	pages
S	student
Ss	students
STT	Student Talking Time
T	teacher
TTT	Teacher Talking Time

LIST OF ENTRIES:

balance between L1 and L2—	16
body language—	2
communication non-verbal—	2, verbal—2
communicative approach—	9
eliciting—	20
error correction—	22
feedback—	7 (see also error correction and praising)
instructions—	18
language adaptation—	13, role of—1, L1—16, L2—17
learners—	10
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level-adaptation—	13
meta-language—	3
motivation—	5. instrumental, integrative, intrinsic, extrinsic—5-6
praising—	23
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Chapter I. Why is it necessary to deal with the teacher's language in the classroom

„As language teachers we are privileged to work with a vital and fascinating subject matter. Language is the way we express our very being. It is the way we come to terms with the world. It is the way we make our understanding of life concrete. It is the way we make contact with other human beings.“

(Scrivener, 1994: 200)

As human beings we have the need and possibility to communicate with the rest of the world. Even animals have their means of communication, but one of the things that distinguishes mankind from animals is language. Coman and Shephard (1971) wrote in their book „Language Is!“ that „language has enabled man to become fully human (17); . . . language has many purposes, but its main function is communication. It is the medium by which a speaker or writer comes to know his own thoughts, and then shares them with other people“ (Coman and Shephard, 1971: 9).

I suppose that all people have had a chance in their lives to discover how useful and important our language can be in everyday situations. It [our language] can have both positive and negative effects on people around us depending on how we use it. Positive effects may, for example, include encouragement, reinforcement, gaining confidence, while by negative effects I mean the opposite, which is discouragement, lack of motivation and confidence. But unfortunately, not many people think about such effects of the words they use. Coman and Shephard claim that „we are like fish in the water, surrounded by a sea of words yet unaware of them“ (Coman and Shephard, 1971: 13).

It is really important that we start to think about our words, and the language itself, and we try to use it in the best way to suit an appropriate situation. Coman and Shephard believe that „one of the best ways to do this [to use words and respond to them as well as we can] is to become an intelligent observer of language, to form the habit of constantly being on the alert where language use is concerned“ (Coman and Shephard, 1971: 13).

It has been already mentioned that language is a medium for a speaker or writer. As language teachers influencing the classroom atmosphere we will be concerned with spoken word in particular. By spoken word we do not express only facts and ideas, but we also express our feelings and attitudes. By using words in a spoken language we talk about *verbal communication*.

Besides we should consider, though, that what accompanies our speaking, and plays a lot of times even more important role than verbal communication, is called ‘body language’ or *non-verbal communication*. In the book called Language Is! Coman and Shephard say: „ . . . man communicates not only by the spoken word but with a non-verbal vocabulary of gestures, body movements, shrugs, facial expressions, and other distinct and expressive movements of parts of his body. These signals constitute a powerful silent language called body language“ (Coman and Shephard, 1971: 39). If we want to make a comparison, in non-verbal communication, according to Brown (1987), it is not so important *what* you say, but *how* you say it—what you convey with body language“ (Brown, 1987: 209).

There has been released a great amount of books advising, for instance, managers how they should talk to their employees in order to be successful, how to talk properly at a business meeting, in public, etc. After reading these books we can find out how to influence other people, and especially adults, through our language.

What about the children and the youngsters though? It is generally known that these groups are even more sensitive to different influences. Besides

parents, other family members, friends and schoolmates, who have probably the biggest influence on young people, there are teachers, whose influence is sometimes underestimated. If a teacher manages to create a pleasant atmosphere in the classroom, he or she does not only help students develop a positive attitude towards the subject, but as a consequence of that, the students learn more from the class, and take the best of it, which includes other positive social aspects such as gaining trust and confidence. A teacher should also be a model for his or her students, who influences their own patterns of communication.

From the given information it is obvious that teacher's language is a very complicated and sophisticated matter, which analyzed in detail would give us enough material to cover several books. Therefore, this paper will focus on the parts of teachers' language which I have the most experience with—it is the language as the means of providing **motivation and feedback**, which, if used properly, helps to create a more pleasant atmosphere in the classroom, and therefore it affects both the learners and the learning process in a positive way. In the following chapters we will be mainly concerned with providing motivation through instruction giving and eliciting, and providing positive feedback as error correction and praising.

At this point we should define what **meta-language** is. Grundy writes that „we can readily distinguish two very different functions of classroom language. Most of the language we use is made available to our students in the expectations that it will be acquired. But a significant proportion has a different, 'metalingual', function. . . .“ (Grundy: 23). According to Longman Dictionary of Contemporary English meta-language can be defined as „words used for talking about or describing language“. Wajnryb (1992) gives a more detailed explanation saying that meta-language is „the language a teacher uses to allow the various classroom processes to happen, that is, the language of organizing the classroom. This includes the teacher's explanations, response to questions,

instructions, giving of praise, correction,. . . etc.“. In Chapter II we will deal with different parts of meta-language in detail, keeping the main focus on motivation and feedback.

B. Importance of the teacher's language

1. a. Personal experience as a learner

My memories of school go back to the Primary School when I first met my classmates and, more importantly, my teachers, who gradually started to influence my future life. At that time I did not know much about what was going to be taught in each subject, and so the most important factor which determined my interest in and attitude toward that subject was *the teacher*. We had a lot of different kinds of teachers, and now I realize that there were many positive and negative things about them which influenced me as a learner. Some of them were cleverer than the others, others prepared for the lessons better, some were always late for the lessons, and others were stricter than the rest. But as I grew old, I found out which one [thing] affected me the most – it was not the teacher's appearance, his or her way of dressing, the strictness of marking, or the amount of exams the teacher gave us per year. *It was the language the teacher used in the classroom*. Cotton (1995) writes that language is like a weapon which can have both positive and negative effects on the learners. „If a teacher can build up an atmosphere of polite and kindly verbal communication in the class then the student will build up confidence. . . .“ On the other hand „sometimes teachers are not aware of the devastating effect their own words can have on a learner“ (Cotton, 1995: 84).

Thinking about such effects I realize, for instance, why I developed rather negative attitudes toward my History and Math classes. Of course, there might have been more different factors, but I still remember a lot of cases of repetitive oral discouragement by both the teachers, and lack of motivation and positive feedback in their classes.

One time the Math teacher, for instance, told me and my neighbor Zuzana in front of the whole class that both of us were stupid. It happened because we did not solve some math problem quickly enough. Other times she told us we did not have logical thinking. She always treated us as slower students. One time, though, we had a competition and I solved one exercise very quickly. All my classmates were still writing down. I hesitated for a while, but then I raised my hand. The teacher said with a great surprise „Alena?“, and I went to the blackboard, and wrote the correct solution. But she probably thought it was an exception and treated me in the same way as before, and my attitude toward Math stayed the same as well.

To give another example, in my history classes, the teacher used to examine us in front of the blackboard. When I said something wrong, she started laughing and usually did not give me a chance to correct myself. Instead, she chose some of her ‘good’n’favorite’ students to correct me. From that time I have always had butterflies in my stomach before oral exams, and I have been scared that when I say something in front of more people, someone will start to laugh.

The examples I have mentioned point out *lack of motivation and positive feedback* in the teachers’ way of using their language. Those teachers probably did not have any idea about how discouraging were the effects of inappropriate usage of their language. Therefore, it is important to realize that everyone has a chance to learn from such mistakes.

One of the most important things is to consider that we cannot treat each student in the same way. More information about students’ differences and its consequences for the language use of the teacher are given in section 2. a. called „Effects on learners“.

When we talk about **motivation**, it should be clear, first of all, that what motivates one does not have to motivate another. Brown (1987) raises questions such as: „What does it mean that someone is motivated? How do you [we]

create, foster, and maintain motivation?“ (Brown, 1987: 114). The topic of motivation has been discussed in many books, but we will focus only on the most important information. Brown (1987) and Wajnryb (1992) both divide motivation into two categories: instrumental and integrative. (Brown, 1987: 115, Wajnryb, 1992: 31) Wajnryb claims that now these categories are not as distinct as they were before. She says that „a learner’s motivation may contain a blend of elements from both categories“.

Brown adds another dimension of the integrative/instrumental dichotomy by looking at intrinsic and extrinsic differences in motivation. Their relationship and brief description is demonstrated in the following table.

Table 1:

////////////////////	INTRINSIC	EXTRINSIC
<i>Integrative</i>	L2 learner wishes to integrate with the L2 culture (e.g. for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g. Czech parents send kids to Czech-language school)
<i>Instrumental</i>	L2 learner wishes to achieve goals utilizing L2 (e.g. for a career)	External power wants L2 learner to learn L2 (e.g. corporation sends Czech businessman to U.S. for language training)

What is important, though, is the fact that „whatever the basis of the motivation of the learner, its level has an impact on expected learner roles. As a consequence it effects the learner’s willingness to synchronize himself or herself with the teacher’ role (Wajnryb, 1992: 31). More information on teacher’s roles is available in the 1.c. section. What it means for us, language teachers, is that if we want to influence the classroom atmosphere, the learners and the learning process, we have to try to understand our students’ intrinsic motivation (both integral and instrumental) and then try to influence it in an extrinsic way also by appropriate use of our language in the classroom.

1. b. Personal experience as an observer

In contrast to my History and Math classes, I was lucky I did not have such 'problems' in my English classes. I belonged to one of the best students in English, so the teacher treated me well. But I had the opportunity to observe how she treated my neighbor Zuzana. When she was reading, for example, the teacher kept saying that her reading was horrible. Only this one comment, repeated several times though, discouraged her so much, that she lost motivation to improve, and she did not participate during the lessons at all.

I also had a chance to compare my personal experience with what I observed during my Teaching Practice. Some students behaved in a similar way as my friend Zuzana. They were passive for most of the time, they did not participate unless the teacher called them out. And when she did, they were very shy, they spoke quietly and were afraid of making mistakes. One might say it's normal that some people just behave like that. It might be right, but the worrying fact is that the teacher did not try to do anything at all to improve the situation and to encourage the students. In other words, she did not try to motivate them or give them any positive feedback. It seemed like she did not really care about what was going on during her lessons. She did not worry about how much her students would learn from her, why they behaved like that, what their problems were.

In the previous section we dealt with some categories of motivation. At this point, we should clarify what is meant by **feedback**, how it is connected with motivation, and what role it plays in the classroom. Richards and Lockhart (1994) write that „feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to *increase motivation* and build a supportive classroom climate“ (Richards and Lockhart, 1994: 188). When our aim is to create a more pleasant atmosphere in the classroom, we should be more concerned with the positive feedback. But the reasons for dealing with feedback are not only motivational, but, as Wajnryb

(1992) says, „there are [also] linguistic and cognitive reasons for teachers to consider closely how they respond“ (Wajnryb, 1992: 49). In Chapter II we will discuss the methodology of feedback, and we will focus on feedback as error correction and praising in particular. Examples of classroom language which were recorded on tapes during my Teaching Practice, transcribed with relevance to my thesis focus, and analyzed will be provided in Chapter III.

1. c. Personal experience as a teacher

During my Teaching Practice I not only observed, but I had the opportunity to teach as well. The most surprising thing for me was that the students I had previously observed behaved in a different way during my classes than they behaved with their regular teacher. Of course, we cannot say that everything suddenly turned out in a positive way for me. On the contrary, as a beginner I had many more teaching problems than my more experienced colleagues. But just the fact that different approaches and language were used, which students were not accustomed to, and which made them react and behave in a different way than during their teacher's lessons, was very important for my future teaching, and it made me think about this problem more seriously.

In the previous sections we have already learnt some information about motivation and feedback. In section 1.a. we mentioned that the level of learner motivation has an impact on expected learner roles. Wajnryb (1992) adds more by citing Wright (1987), who says that „highly motivated learners are more likely to synchronize their roles willingly with the teacher's role; and are more likely to cooperate with the teacher in the various processes involved in classroom learning“ (Wajnryb, 1992: 31). Therefore, we should now deal with a question „What are the **teacher's roles**?“. In methodology books we can read about the variety of teacher's roles and we can observe them in practice, too. Tony Wright (1987) says in his book Roles of Teachers & Learners that „many different and complex factors influence the roles that teachers and learners

adopt in the classroom“ (Wright, 1987: Introduction, viii). To keep focus on the topic of this paper we should ask „What is the teacher’s role in terms of appropriate language use?“

It has been previously said that a teacher should be a model for his or her students, who influences their own patterns of communication. Once we chose the role of the teacher, we should want to become as effective and successful as possible. As Wright (1987) mentions, being a teacher is one of the roles we choose for ourselves to fulfill (Wright, 1987: 3). Therefore, everyone of us, language teachers, should think of ways to use the language as a good model for the students, as well as a good source of positive motivation and feedback. I agree with Prodromou (1992) who claims that „there is a limit to how far we can change the nature of those who come to our classes, . . .but there is a great deal we can do to change *our own* role, redefining it, and thinking of ways of opening it up, extending and varying it“ (Prodromou, 1992: 28).

Besides, there is an influence of present theory on attitude to teacher’s language. The most recent **communicative approach** puts different demands on the teacher than the previous approaches did. Celce-Murcia (1991), for instance, believes that „the teacher’s role [in communicative approach] is primarily to facilitate communication and only secondarily to correct errors“. She adds that „the teacher should be able to use the target language fluently and appropriately“ (Celce-Murcia, 1991 : 8). That is a reason why it is important to deal with our language. As Halliwell (1992) says: „We have to make it a human event not just a set of information. We do this by using it for real communication, for genuinely giving and receiving real messages“ (Halliwell, 1992: 11).

2. Development of my understanding the importance of an effective use of language

My concern for motivation and feedback as parts of the teacher's language has been developing since Primary School attendance and it has been growing not only with every personal experience I have had, but also with gaining theoretical information about this topic. Big and useful sources of information were, besides my personal and teaching experience, certainly my Methodology classes (which were already mentioned before) at the English Department of the Faculty of Pedagogy in Liberec, working with professional literature, observations, questionnaire for students, discussions with my colleagues and teachers, and most importantly recorded material from my classes. All of the above mentioned influences enabled me to realize, besides other important things, the background of teachers' actions in the classroom, which include using language as well, and the great amount of other factors, such as the learners' and teachers' beliefs and roles that influence the learning and teaching process.

a. Effect on learners

When dealing with the importance of effective usage of teacher's language we should definitely consider those, who are influenced by the language the most, it means the learners. The question Who?--Who are these learners? is according to H. Douglas Brown (1987) one of the essential questions every teacher should ask in order to understand the principles of foreign language learning and teaching (Brown, 1987: 1).

What is important to realize is the fact that every learner is an individual, who thinks, behaves, and learns in a different way from the others. Therefore, the learning process is different for each learner. Richards and Lockhart (1994) write in their book Reflective Teaching in Second Language Classrooms that

„learners, too [besides teachers], bring to learning their own beliefs, goals, attitudes, and decisions, which in turn influence how they approach their learning“ (Richards and Lockhart, 1994: 52). To be able to understand such differences between our students, Brown (1987) suggests to deal with questions such as „Where do they [the learners] come from? What are their levels of education? socioeconomic levels? Who are their parents? What are their intellectual capacities? What sort of personalities do they have? (Brown, 1987: 1).

When dealing with language we have to take in mind that because of such amount of differences between students, they will react to our language in a different way. We do not talk here only about the students' ability of language acquisition, but more importantly about the teacher's ability to adapt his or her language to everybody's needs. This idea can be supported by words of Littlewood (1981) who says that „ . . . the teacher must be prepared to subordinate his own behavior to the learning needs of his students“ (Littlewood, 1981: 92).

In Chapter II we will talk about aspects of an appropriate use of the teacher's language, which includes also adaptation of the language according to the students' level.

b. Effect on the learning process

If a teacher manages to understand better his or her students in terms of their needs, beliefs, expectations, he or she can then provide them with the right motivation and feedback, which will influence the learning process in a positive way.

From my personal experience I know that by using appropriate language and providing students with positive feedback and motivation we enable the student-teacher interaction to improve. Consequently, improving interaction brings to the classroom more trust and confidence, and therefore there is a better

chance that the students will participate and as Wajnryb (1992) believes „cooperate with the teacher in the various processes involved in classroom learning“ (Wajnryb, 1992: 31). If we manage to create such classroom atmosphere, the motivation will automatically increase and we set good conditions for other positive things, such as partnership between the teacher and his or her students, team building, and willingness to learn.

In section 1.c. we mentioned the influence of present theory on attitude to teacher's language. This theory effects both **teaching and learning**, and therefore, as language teachers, we should be aware about how these two terms differ. In Brown's Principles of Language Learning and Teaching (1987), for example, we find out that learning can be defined as „acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. . . . Similarly, teaching may be defined as „showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand“ (Brown, 1987: 6). What should be emphasized is that while in the past the main demand was put on knowledge and fact accumulation, today we should be more concerned with promoting understanding, thinking, reflection, and creativity. How do we do it?

As teachers of English trying to use our classroom language appropriately we should deal with such aspects of our language as level-adaptation, TTT (Teacher Talking Time) and balance between English and L1, which is Czech in our country. By level-adaptation we mean modifying our language according to our students' level, simplifying our sentences, varying the speed, etc. Dealing with TTT and trying to reduce it to minimum we provide more time for the students to speak (STT) and learn the language more effectively. Similarly, balance between English and L1 and appropriate use of both languages in different situations enables the students to understand better and learn more from the lesson, which again may increase their motivation. The aspects of an appropriate use of our language are discussed in the following chapter.

Chapter II. Aspects of an appropriate use of the teacher's language

In Chapter I. we discussed some theoretical aspects of how and why it is important to use our language in an appropriate way. In this chapter we should deal with different aspects of teacher's language from the methodological point of view in order to become more effective and successful in the classroom.

A. How and how much should a teacher speak in the classroom

When talking about an effective usage of language, we should first consider the problem of how and how much we should talk in the classroom. This means to deal with aspects such as adapting our language according to our students' level, Teacher Talking Time + Student Talking Time, and the possibilities of accompanying or replacing our language by gestures or other forms of body language.

1. Adapting language according to students' level

The learners bring to the classroom not only different beliefs and expectations, but also a different level of knowledge and comprehension. Wajnryb (1992) writes that „no one class is ever completely homogenous in terms of level“ (Wajnryb, 1992: 37). When I gave students of English questionnaires focused on the teacher's language (see Appendix 1), they answered most of the times that when their teacher talked, they understood only partly, but they were able to do what she expected them to. From my observations, though, the situation seemed much worse. A lot of the times the students did not know what they were expected to do, or they did something else. Therefore, I think that if a teacher wants to make the teaching and learning process successful, he or she should try to adapt his or her language, so that it corresponds with the students' level.

Different authors give different suggestions on how we can adapt or modify our language. Besides other ones I studied Richards and Lockhart (1994), Wajnryb (1992), and Parrott (1993). What they have in common [when speaking about modifying language] is that we should certainly vary the speed of language, length of wait time/using pauses, and complexity of language which can include such factors as sentence length, use of idiom, and modifying vocabulary. According to Richards and Lockhart (1994), though, „these kinds of modifications in teachers' speech can lead to a special type of discourse which has been referred to as *teacher talk*“ (Richards and Lockhart, 1994: 184) and which is typical for teachers who talk very slowly and pronounce every word separately as a textbook. Willis (1981), the author of Teaching English Through English writes about this topic that „If a teacher speaks slowly and clearly to his class, it is probable that his pronunciation, intonation and stress will be unnatural“ (Willis, 1981: 13). As a consequence of that the students will adjust to the unnatural form of language, and later they might have problems with understanding and using the real language of native speakers. Willis claims in a different part of his book that „when speaking slowly and clearly, stress patterns are often distorted and no longer sound like normal English. If teachers always speak slowly, their students will never learn how to listen to and understand English spoken in real life at normal speed“ (Willis, 1981: 183).

On the other hand, the teacher should not start speaking to his or her students in the same way as, for instance, to a native speaker. It is because of their level of understanding. If we start talking to them as to a native speaker, and I know it from my own experience, they might get overwhelmed and lose motivation to listen to something they don't understand. In this case, teacher talk, used effectively though, is a better choice. As Krashen (1985) writes „it [effective teacher talk] provides 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“ (Richards and Lockhart, 1994: 184).

2. TTT (Teacher Talking Time)

Besides modifying our language we should also think about the *time* we spend talking during our lessons and which could be used in a more effective way. Of course, there are situations when it is necessary for the teacher to speak. In our Methodology classes we came up with a list of such situations which included presenting grammar and vocabulary, meta-language, eliciting, feedback and classroom management. According to the students' answers in a questionnaire (Appendix 1), the amount of TTT (Teacher Talking Time) and STT (Student Talking Time) is about the same. From my observations, though, it is obvious that teachers still use a lot of unnecessary language, which could be eliminated, and as effective language teachers we should try to determine as many of these situations as possible. Effective handling of instructions and explanations combined with other techniques, such as including gestures and body language, leads to a good guidance for independent problem solving, and then there is more time for the students to speak. When we give students more time to speak, as a consequence there will be more time for them to learn and practise the language. As Scrivener (1994) says, „The more a teacher talks--the less opportunity there is for the learners (Scrivener, 1994: 16). Besides he advises us: „Allow them the time and the quiet they need to think and to prepare. Do not feel the need to fill every gap in a lesson. Explore the possibilities of silence“ (Scrivener, 1994: 16). This is important, for instance, when dealing with eliciting. In this stage of a lesson the teacher usually tries to prepare his or her students for the next activity. He or she asks different questions, and as Scrivener hints in his quotation, a lot of times they do not have the patience to let students think and prepare the answer. It is a shame, because by giving them the time, and I have personally experienced this as a

learner, we actually develop their thinking in the foreign language and we also stimulate their imagination. It is for sure more effective than just throwing the correct answer at them.

B. Balance between English and Czech (Language 1)

One of the biggest problems for language teachers who teach English as a second/foreign language in monolingual classes is keeping balance between English and Language 1, which is, in our situation, Czech.

1. When to use Czech

The present theory, as it was mentioned in Chapter I, puts demands especially on the communicative purpose of the language, which suggests that teachers should try to use the target language in the classrooms as much as possible (keeping in mind the amount of TTT though). Parrott (1993) writes that „the learners’ first language should be used in the classroom only very judiciously, and inexperienced teachers should work hard to develop alternative ways of making themselves clear, and only then contemplate using the students’ language“ (Parrott, 1993: 107). Willis (1981) is not so strict and points out that „although using English as the main language of communication in the classroom has many advantages, there are some occasions where reverting briefly to the native language can help (Willis, 1981: 32).

In our Methodology classes we determined explaining difficult grammar and giving complicated instructions as situations when L1 could be useful. This tendency also showed up in the questionnaire results (Appendix 1). But what is Parrott afraid of is that some teachers „may become over-reliant on the use of the students’ first language and lose or fail to acquire the skills of making himself comprehensible to his students in the foreign language“ (Parrott, 1993: 109). In my opinion, it is, therefore, important for each teacher to find out himself/herself, after observing and reflecting on his or her lessons, in which

situations Czech is usually used, and decide whether it is actually necessary to use it in each of the situations or not.

2. When to use English

As already mentioned, the tendency in teaching English as a second language is to use L2 as much as possible. If, together with this fact, the teacher will manage to control his or her talking time and will provide enough time for the students, so that they will have a better chance to practise it and learn it, then they will also acquire the target language more easily. Doff (1988) defines two main advantages of using English in class:

- Students have more practice in listening to natural spoken English.
- It gives students the feeling of English as a real language used for communication, not just a language in a textbook.

There are different ways of how and when to use the English language. Doff suggests three opportunities to use English.

- *'Social' language*: 'chatting' in English at the beginning of the lesson. This creates an 'English language' atmosphere in the class, establishes contact between teacher and students, and helps students to feel relaxed.
- *'Organizing' language*: e.g. starting and stopping activities, getting students to do and not to do things. Much of this consists of simple instructions which are repeated lesson after lesson, and can easily be given in English.
- *Giving explanations*: English can be used for explaining how an activity works, or explaining a new word or grammar point. To be effective, the explanation should be as clear and simple as possible; the teacher can help students understand by using gestures, drawings on the blackboard, and repeating words in the students' own language.

(Doff, 1988: 136)

In my opinion, after we have determined situations when using L1 is useful, we do not have to worry about *when* to use English. Much more important question should be *how* we use it, which is connected with previously discussed topics, such as level-adaptation, speed of the language, etc.

C. Language at different stages of a lesson

In the previous parts of this chapter we have mentioned some aspects of an appropriate use of the teacher's language. In this part we should continue by defining different kinds of classroom language according to different stages of a lesson, which are connected with motivation and feedback, describe their usage, and later, in Chapter III, examples of real classroom language will be provided.

1. Giving instructions

Giving instructions is a part of teacher's language, which is very frequently used in the classrooms, and from my observations and personal experience, one of those teachers have most problems with. We can imagine connection between instruction giving and motivation by realizing, for instance, how complicated and unintelligible our instructions often are, and what discouraging effects they can have on the learners.

My questionnaire results have shown that teachers use both Czech and English during giving instructions. According to Scrivener (1994), most of teachers would like to give instructions for activities in English only, but find that there are often so many problems with comprehension that it seems impossible. Scrivener believes, though, that it's possible to use English only (and it's often really helpful in creating an 'English' atmosphere in the classroom), but it's often problematic because of the **quantity** and **over-complexity** of language used (Scrivener, 1994:).

During my teaching practice I have experienced myself that sometimes my students were not sure what they were supposed to do. Similar behavior appeared with different teachers during my observations, and a lot of times the teachers blamed the students for not understanding. I agree with Scrivener (1994) who says that „an essentially simple activity can become impossible, not because the students couldn't do it, but because they didn't understand what to

do“. What I find important for us to realize and remember is the fact that „often students are judged to have failed when it is actually the teacher who failed to clarify what was required“ (Scrivener, 1994: 98).

A sad thing is that a lot of teachers do not realize that the mistake could come from their side, and therefore they do not do anything to avoid these situations. From my observations I figured out that when students do not understand, the easiest and most frequently used way for Czech teachers is to simply revert to using Czech. It is a shame, though, because as Parrott (1993) says „the giving of instructions provides one of the few opportunities for genuine communication in the classroom“. He claims that „use of the students’ own language thus deprives them of a crucial opportunity for learning“ (Parrott, 1993: 106). As a solution Parrott proposes that the teacher should be sensitive to students’ reactions and be prepared to modify his language and ‘negotiate the meaning’ with the learners (Parrott, 1993: 109). Scrivener (1994) gives a more detailed solution by proposing five steps towards better instructions:

- 1 Become aware of your own instruction-giving (listen to yourself; record yourself; ask others to watch you and give feedback).
 - 2 For a while, pre-plan instructions. Analyze the instruction beforehand so as to include only the essential information in simple, clear language. Sequence the information in a sensible order. Use short sentences—one sentence for each key piece of information. Don’t say things that are visible or obvious (e.g. *I’m giving you a piece of paper.*) Don’t give instructions that they don’t need to know at this point (e.g. what they’ll do after this activity is finished).
 - 3 In class, separate instructions clearly from the other chit-chat, telling off, joking, etc. Create a silence beforehand, make eye-contact with as many students as possible, find an authoritative tone, make sure they are listening *before* you start. Use silence and gestures to pace the instructions and clarify their meaning.
 - 4 Demonstrate rather than explain wherever possible.
 - 5 Check that they have understood what to do—don’t assume that everyone will automatically understand what you have said. Get concrete evidence from the students that they know what to do. Getting one or two students to tell you what they are going to do is one very simple way of doing this.
- (Scrivener, 1994: 98)

Whatever we decide to do with our instructions, if we want to become effective language teachers we should keep in mind the following Grundy's (1994) words: „...Unless our students can understand what is required, they cannot undertake the task intended“ (Grundy, 1994: 23). If we allow this to happen, we cannot expect that the teaching and learning process will proceed in a positive way.

2. Eliciting

Another kind of teacher's language which can be a good source of motivating factors is eliciting. According to Scrivener (1994) eliciting means „drawing out information, language, ideas, etc., from the students rather than having the teacher give them“ (Scrivener, 1994: 100). From my Methodology classes I know that eliciting takes part usually between individual stages of a lesson, or the teacher uses it at the beginning of a lesson, when he or she wants to introduce some new topic or theme. During my teaching practice when I taught myself and observed other teachers I found out that a lot of times teachers miss or do not get use of the time when they could get the ideas from the students. They do not realize that by effective eliciting they could motivate their students much more, which again would help both the teacher and the learner, and as a consequence, the whole atmosphere in the classroom. Doff (1988) says about eliciting that it is „a useful way of involving the class by focusing students' attention and making them think; it establishes what students know and what they do not know; and it encourages students to make guesses and to work out rules for themselves“ (Doff, 1988: 133).

To give some examples of how to make our eliciting more effective, I consulted different methodology books. The following examples are from Doff's Teach English and Scrivener's Learning Teaching.

Doff (1988) claims that „at the presentation stage of the lesson, the teacher has two alternatives:

- To **present** language or a situation directly; the teacher does most of the talking, while the students listen.
- To **elicit**; the teacher asks students for ideas and suggestions, and gets them to guess and to say what they know already. (133)

One way of eliciting commonly used in the classrooms is eliciting from pictures. Pictures provide good opportunities to elicit language.

According to Doff (1988) the teacher can:

- ask students to describe the picture;
- ask students to interpret things which are not clear in the picture;
- ask students to imagine things beyond the picture.

Doff (1988) also gives his view of the *eliciting technique*:

1. Pause after asking a question, to give all students time to think.
2. If there is more than one possible answer, encourage a range of answers from different students.
3. Elicit vocabulary or structures 'onto the blackboard', writing as students make suggestions.

(Doff, 1988: 133)

According to Scrivener (1994) there are three steps to eliciting:

- 1 Teacher conveys a clear idea to the students, perhaps by using pictures or gestures or questions, etc.
- 2 They then supply the appropriate language, information, ideas, etc.
- 3 Teacher gives them feedback.

Finally he gives information about what the teacher can and cannot elicit:

Teacher *can* elicit: language, ideas, feelings, meanings, contexts, memories, etc.

Teacher *cannot* elicit: things they do not know.

(Scrivener, 1994: 100)

3. Feedback as error correction

Correcting errors is another important part of the teacher's language in the classroom. Different kinds of students' errors, situations in which they occur, and techniques of correcting them could be discussed, and it would give us enough material to write another final paper about it, as Radka Kopecka did in 1995. Error correction is treated by her at the beginning of her paper:

„Error correction is one of the most difficult tasks of teaching of foreign language. The teacher has to choose the right strategy quickly: otherwise he or she can discourage students by using an inappropriate strategy. The teacher's job is to help students by correction, not to discourage them.”

(Kopecka, 1995: abstract)

Most of us already know that we treat errors according to their type and according to **when** they occur. By **when** we mean during what stage of a lesson, and especially in what type of an exercise, whether during a controlled, semi-controlled or free exercise. Doff (1988) mentions his view on correcting spoken errors as following:

„When students are doing controlled practice, we are usually concerned with accuracy; so we need to correct important errors as they occur. When students are involved in freer activity (e.g. discussion, role play), we want them to develop fluency; so it is better not to interrupt by correcting too often, but to remember common errors and deal with them afterwards.”

(Doff, 1988: 134)

Many authors have dealt with the problem of different correcting techniques, and I am going to state some of the most common ones. Doff's (1988) suggestions of some possible techniques for correcting errors are:

- Give the correct form; the student repeats it.
- Indicate where the error is, but let the student correct himself or herself.
- Pass the question on to another student, then give the first student a chance to repeat the correct form.

(Doff, 1988: 134)

According to my observations, the most common correcting techniques in Czech classrooms are either that the teacher passes the question on to another student, or she corrects the student herself. A lot of times, though, she does not let the student repeat the correct form. In my opinion, this way the students do not learn from their mistakes. This opinion may be supported by Scrivener's quotation from his book Learning Teaching (1994). He says:

"In dealing with errors, teachers have looked for correction techniques that, rather than simply giving students the answer on a plate, help them to make their own correction. This may raise their own awareness about the language they are using. **What you tell me, I forget; what I discover for myself, I remember.**"

(Scrivener, 1994: 109)

Of course, even with correcting errors we should keep in mind that everybody learns in a different way, but after my own personal experience I think the best way of correcting is to make the student correct his or her own error himself or herself.

4. Feedback as praising

After discussing different correction techniques we should briefly talk about what is closely connected with error correction, but is according to my observations a lot of times omitted. It is praising. Why is it important to deal with praising? From my personal experience I know that when I am praised, I gain more confidence and it increases my motivation. On the other hand, too

much correcting without any praise, discourages me from producing any language. About over-correction Willis writes (1981) that it „can inhibit students' responses and then the teacher may not find out how much they can remember (Willis, 1981: 183).

My questionnaire results (Appendix 1) have shown that the teacher usually praises her students only when they say something right. In my opinion, though, we should also praise for effort to produce some idea or information, even though it is not correct. This idea can be supported by Doff's quotation which says:

„To help students develop a positive attitude to errors: encourage them, focusing on what they have got right, and praise them for correct and partly correct answers, so that they feel they are making progress.“

(Doff, 1988: 134).

Praising is an important part of teacher's language which can provide both positive feedback and motivation. On the other hand, we should not force ourselves to praising which would sound unnatural. As my Methodology teacher told me the other day, automatic repeating of „Good“ or „Well done“ after every student's response is not the kind of praising that is effective. The point I want to make here is that even if we try to encourage our students in their learning, and therefore improve the whole classroom atmosphere, we should not become 'always-smiling robots' praising everything that students produce.

As we talked in the previous section about some negative effects of over-correction, the same situation might be with over-praising. This kind of feedback [over-praising] could lead to the students' feeling that they do not have to worry as much about what they say and even then they will be praised.

We should, on the contrary, try to create the feeling that we care about what our students say and really listen to them, which should appear in our responses. We should, for instance, praise a partly correct answer, but if we are

not satisfied with it yet, we should encourage the student, e.g. by asking an additional question, to correct it. As we talk about balance between L2 and L1, the same concern should be, in my opinion, with balance between error correction and praising.

CLASS PROFILE

The following table shows general information about the class I taught during my Teaching Practice in 1995/1996. Each item of the table is described in more detail below.

Table 2

Class	Elementary (Grade 1)
Location	Elementary Language 1 - Creek
Age	6-11 years
Number of pupils	8
Girls/Boys Ratio	5 boys, 3 girls
Level	Elementary
Textbook	Elementary Language 1
Lessons per week	3 x 45 min. + 2 x 45 min. w.o. a follow-up teacher
Teaching problems	lack of professional development, low level of concentration
Positive aspects	small class, helpful teachers

Chapter III. Lesson plans + examples of classroom language

In this chapter there are four lesson plans with examples of classroom language provided. Each lesson plan is analyzed according to its thesis focus. Together there are four different thesis focuses according to four kinds of classroom language as they were discussed in the previous chapter. All lesson plans come from my Teaching Practice in 1995/1996 and they were applied on a class which is described in the following „Class Profile“.

CLASS PROFILE

The following table shows general information about the class I taught during my Teaching Practice in 1995/1996. Each item of the table is described in more detail below.

Table 2:

Class	Prima (6 th grade) monolingual, Language 1—Czech
Age	11-12 years
Number of pupils	8
Girls/Boys Ratio	6 boys, 2 girls
Level	elementary
Textbook	Project English I
Lessons per week	3 x 45 min. + 2 x 45 min. with a different teacher
Teaching problems	lack of motivation; liveliness; low level of concentration
Positive aspects	small class, helpful teachers

1. Class

During my teaching practice I taught in Liberec at Soukrome Gymnazium ve Vesce (Private Middle/High School in Vesec). I taught „Prima“ which is an equivalent for the 6th grade at a regular school. The class was monolingual, all students' native language was Czech.

2. Age

All students were between 11 and 12 years old. Most of them were very lively and energetic, which was often rather disturbing than encouraging for my teaching. I had, for example, problems with maintaining discipline and keeping students' concentration. (see also Lessons per week)

3. Number of pupils

There were only eight pupils in my class, which is a very low number compared to other schools. Teaching such a small class had a lot of advantages, but on the other hand it brought some problems as well. I had, for instance, problems with putting students into groups. Another problem was that there wasn't any 'leader' in the classroom, a highly motivated pupil, who would influence other pupils' attitude towards learning English in a positive way. Richard Hunter, an English teacher from Swallow Language School, told me in one of our discussions that this might be a problem with most of small classes. He adds that in a larger class (of about 12 to 16 students) there is a better chance that at least someone will be in a good mood and positively 'tuned' for the English lesson, which might, as a consequence, help not only the teacher, but other students as well.

4. Girls/Boys Ratio

There were six boys and two girls in the class. Some problems occurred when putting students into groups. The two girls always wanted to work together and some boys did not want to work with the girls.

5. Level

All students were at an elementary level, which means almost beginners. They had approximately the same knowledge of English, but it was already obvious, who had better motivation for learning.

6. Textbook

From the beginning the students and their regular teacher used Project English I by Tom Hutchinson as the guiding textbook. When I taught during my teaching practice, I used this textbook as well, but besides I used a lot of supplementary material.

7. Lessons per week

I taught this class three times a week, on Monday, Tuesday, and Thursday. Each lesson lasted 45 minutes. Besides, the students had two conversational classes with a different teacher. I've previously mentioned that during my teaching practice I had problems with keeping students' concentration. One of the factors causing this trouble could be that one of the three lessons I taught was in the afternoon, and the other two were just before lunch time. That means, in my opinion, that all classes were late, which made it harder for the students to concentrate.

8. Teaching Problems

In the previous paragraphs I've stated some of the most common teaching problems I had during my teaching practice—maintaining discipline and concentration. But the most important one, which is also connected with the rest, was motivation. I've discussed this problem with Mrs. Zakouřilová from the Soukromé Gymnázium (Private Middle/High School) in Vesec, and she confirmed, that providing motivation is a very difficult task for the teacher especially in this kind of school. Since it is private, the students or more likely their parents pay for the studies, and therefore bring a financial support to the school. As a consequence, the students and their parents feel they do not have to worry about failing or being thrown out. What effects does it have? The students lose motivation to learn, they are not afraid of bad grades, and they think they can do whatever they want. In addition, the fact which even worsens this situation is that the school will be closed down at the end of this school year and the students will be moved to different schools.

9. Positive aspects

Besides all the problems I have had there were, of course, positive aspects of the teaching practice. I was lucky I taught a small group of students. I had a teacher, who was always willing to help and give advice when I needed it. And above all, the most important thing was that I had the opportunity to learn from this experience and take the best from it for my future career.

10. Length of practical testing

I taught this class four weeks in September/October 1996 and one week in May 1997.

LESSON PLAN No. 1

A. Pre-lesson plan commentary

Thesis focus:

In this lesson I decided to focus on giving instructions as means of providing students with appropriate motivation towards learning.

Anticipated teaching problems/possible solutions:

My aim in this lesson was to give such instructions that the students would be able to do what was expected from them. I had already known that the students were almost beginners, so I had to adapt my instructions according to their level, which meant I had to simplify them as much as possible. Besides, I had already known the students behavior, so I expected it would be difficult to keep their attention and maintain control. To increase their comprehension, so that they could negotiate the meaning of my instructions in case they would not understand, I was ready to use different gestures. Attempting at making my instructions as effective as possible I also had to consider such aspects as Teacher Talking Time—I tried to reduce TTT to minimum and maintain balance between Czech and English. In this case I preferred using English only simplified according to the students' level rather than using Czech.

Lesson aims:

1. to revise vocabulary connected with Family Life (shower/to have a shower, washing machine, bathroom, clean your teeth, get dressed) a. by listening to a tape about Family Life, b. by reading the text in a textbook, c. by asking students for the Czech equivalent and asking them questions about the text
2. to continue in practising the Present Continuous tense (which was introduced in the previous lesson) a. by listening to a tape about Family Life, b. by speaking—answering questions about the article, c. by reading along with

the listening and by finding information in the text, d. by speaking—making sentences according to pictures

Materials:

Project English I, p. 52; tape recorder + cassette, cards with illustrated actions on them, pieces of paper with different verbs

B. Lesson summary--stages

a) Introduction: greeting the students, revising basic structures such as „How are you? What’s your name? How old are you?“, repeating their names in order to remember them, asking about their homework.

Aim: to warm up students, to practise basic structures with the verb „TO BE“ in present simple tense, to make students react and respond quickly

b) Revision of Family Life (Project English I, p. 52), listening—students’ task was to listen to answers to given questions: „What’s Jane doing? What’s Tony doing?“; students answer the questions.

Aim: to revise what students began in the previous lesson (with their regular teacher)—Family Life; focus on new vocabulary and usage of Present Continuous Tense

c) Revision of vocabulary—making sure that everyone understands the key words in the text; writing the words on the blackboard, making students repeat the correct pronunciation, asking them for Czech equivalents, asking students to write the words down in case they did not do so in the previous lesson.

Aim: to revise and reinforce vocabulary presented in the previous lesson (by their regular teacher), to give the students correct form, pronunciation, and Czech translation.

- d) Listening with opened books; reading the text along with listening; stopping after each sentence and making students repeat them; after listening asking students questions about the text

Aim: to revise the Present Continuous Tense in addition to new vocabulary.

- e) Matching; dividing the class into two groups; giving each group the same set of cards with illustrated actions and separate pieces of papers with different verbs indicating the actions; students have to match the pictures with the appropriate verbs;

Aim: motivating students by creating a competitive atmosphere, revising of verbs they should already know

- f) Making sentences with the Present Continuous Tense; shuffling the cards, each student from both groups takes one card (with a picture) and has to make a sentence using the Present Continuous Tense; if he or she gives a correct sentence, he or she gets a point; the group with more points wins.

Aim: to make students create sentences with the Present Continuous form; to motivate them to say every sentence correctly.

C. Reflection—comments on activities and thesis focus

- a) Introduction: students were curious what I would do with them and that increased their motivation; they reacted quickly to my questions; my effort to remember their names increased their motivation—they all tried to help me or correct me.
- b) Listening: before the actual listening I gave them a listening task; I used the following instructions: „Open your exercise books“—the students seemed unwilling to do this, they were very slow, so I had to repeat the instruction once more; some students responded that they did not have their exercise books, in this case I said „Take a piece of paper“; I had to wait for a while, then I said „Write down these questions“, I wrote the questions on the board and students copied them. My next instruction was „Listen to the dialogue and answer the questions“; I asked one student to repeat my instructions in Czech—to check comprehension; students listened and it seemed they understood both the questions and the answers from the tape, because after listening they answered quickly and correctly.
- c) Vocabulary revision: during this stage I used instructions such as „Repeat! Once more! Everybody repeat!“—students repeated the correct pronunciation; most of them knew the Czech equivalents; then I told them „Write down the words you don't know“, I had to repeat the instruction and then I asked one pupil to repeat it in Czech.
- d) Listening and reading: „Open your books on page 52“, I repeated this instruction with stress on the page number; „Listen and read“, then I

played the cassette, but I had to stop it twice, because some students did something else instead of reading in the textbook.

e) Matching: „I want two teams!“, the students were excited, because they predicted we would play some game, they started to count themselves and they figured out how many people would be in each team; it seemed like they felt their own responsibility which increased their motivation; the two girls insisted on working together; I said „Kaja and Luky will work with the girls“, they started moving their chairs; when everybody was settled, I explained: „I will give you these cards and these words“ (I showed them the cards with pictures and the pieces of paper with verbs); „Your task is to match the cards with the words (I used a gesture for matching), then I asked them if they knew the meaning of ‘match’; in one team all students cooperated, in the other one two weaker students did not cooperate at the beginning, so I had to encourage them to participate on the task as well; finally all students seemed interested in this activity.

f) Making sentences: „Each of you will take one card (I demonstrated it and chose one card) and you will say, for example, ‘He is riding a bicycle’“; I stressed they had to use the Present Continuous Tense. Then I repeated „Take one card and make a sentence“; all students seemed to understand what to do, although some of them made grammar mistakes, e.g., „She crying“ instead of „She is crying“; students encouraged each other and seemed highly motivated by this activity.

D. Conclusions/Evaluations

The lesson seemed to be successful in terms of meeting my aims. There were some problems with maintaining control at some stages of a lesson. In these cases I used simple instructions such as „Alice, be quiet!“ or „Luky, sit down, please!“. The students understood what was expected from them, but because of their liveliness and lack of concentration I had to repeat those instructions several times.

From this lesson I found that giving simple instructions (adapted to the students' level) had a positive effect in the classroom. Most of the times students knew what to do without repeating. I usually checked their comprehension by asking one student to repeat my instructions in Czech. For those who did not pay attention I had to repeat my instruction, but it was not necessary to make any significant modifications of my language or to revert to Czech. Therefore, considering balance between L1 and L2, I managed to give all my instructions in English. Consequently, the students had more chance to practise their listening skills, and I suppose it increased their motivation. At the same time, though, since my instructions were adapted to their level, the students were not overwhelmed by difficult language. I think I managed to reduce TTT, and especially using Czech, to minimum.

Sometimes I helped the students with comprehension by putting stress on the most important information, e.g. the page number (see part d) of the lesson plan). Other times I tried to connect their senses e.g. by using visual support such as gestures and pictures in explaining matching activity (see part e) of the lesson plan), or by using instructions via doing (see part f) of the lesson plan).

LESSON PLAN No. 2

A. Pre-lesson plan commentary

Thesis focus:

In this lesson I focused on providing motivation through eliciting.

Anticipated teaching problems/possible solutions:

Similarly to instructions, I tried to adapt my language according to my students' level, which was elementary. When talking about Czech-English balance I was ready to elicit in simplified English and give students enough time to think—to use longer pauses. I expected that students would give me their ideas mostly in Czech, so I prepared for the necessity to encourage them to speak English. I tried to reduce my talking time to minimum and give enough of it for the students to talk. As in the previous lesson I expected attention and concentration problems, which meant I had to try to motivate students as much as possible.

Lesson aims:

1. to elicit what we did in the previous lesson (Present Continuous Tense, Family Life)
2. to revise and reinforce already presented vocabulary and Present Continuous forms by a. reading the text from a textbook, p. 52, b. writing the correct forms into exercise books, c. speaking in a game-like activity, d. writing a test, e. listening and guessing, Project English I, p. 53, Ex. 4.

Materials:

Project English I, p. 52-53; tape recorder + cassette, pieces of paper with different verbs and pronouns; handouts for a test.

B. Lesson summary—stages

- a) Introduction: revising basic structures such as „How are you? How old are you?“, eliciting what we did in the previous lesson.

Aim: to warm up students, to make them react quickly to simple questions, to get students recall what they did in the previous lesson.

- b) Revision of Family Life (Project English I, p. 52), reading—students role-play the article.

Aim: to revise vocabulary and Present Continuous structures from the text

- c) Copying a table with Present Continuous forms, according to p. 53, Ex.3 from Project English I.

Aim: to reinforce written form of the Present Continuous Tense

- d) Vocabulary presentation: verbs to CRY, to DRAW, to LAUGH.

Aim: to present verbs students do not know and which will be in the competition game (next activity)

- e) Competition: Ss are divided into two teams of four; each student chooses one piece of paper with a verb and one with a pronoun; the task is to make a sentence with Present Continuous Tense; for every correct sentence they score 1 point;

Aim: to reinforce spoken form of the Present Continuous Tense

f) Writing a short test on vocabulary from Family Life.

Aim: to test vocabulary which was practised in two lessons

g) Guessing game, Project English I, p. 53, Ex.4 -listening to different sounds and answering questions „What is Jane doing? Where is she?“

Aim: to make students think and form their own sentences

C. Reflection—comments on activities and thesis focus

a) Introduction: I used questions such as „How are you? How old are you? to warm up students and get them talk. They reacted quickly. Then I tried to elicit what we did in the previous lesson by asking:

T: Last lesson, what did we talk about?

Ss: seemed confused, did not understand

T: **What** did we **talk** about **last lesson**? (*emphasis on highlighted words*)

S: We talk přítomný čas průběhový.

T: Yes and in the book?

Ss: About Family Life.

b) Reading: students revised reading the text on p. 52, each student played one role (there were 8 students in the class and 4 roles in the text, so we read the text twice).

c) Copying the table: T asks „Do you remember the forms of Present Continuous Tense?“ Ss: „Yes“; T draws the table on the blackboard

and writes different pronouns (I, you, he, ...) and verbs (e.g. having breakfast). Ss are supposed to fill in correct form of the verb „TO BE“.

T asks: „What is here?“ (points out at the board) „I ...?“

Ss: „am having“

Then Ss come to the blackboard and fill in the table. They copy the table into their exercise books. Similarly, they make a table for questions in Present Continuous Tense.

d) Vocabulary presentation: T asks „What is to CRY?“ and helps students by miming and gestures (similarly with DRAW and LAUGH); Ss give their suggestions in Czech

e) Competition: the Ss already knew how to divide themselves; during the competition some students did not pay attention to what the other person (usually from the opposite team) was saying; therefore I made a modification and the opposite team had to repeat what the other person said, otherwise they lost a point. This motivated students to pay attention.

f) Writing a short test: T says „Now I will give you these tests.“ Ss had been expecting them from the beginning of the lesson. The better students were impatient and excited about writing the test. The weaker ones asked me if the test would be marked/graded. During the test all students (even the worse ones) seemed motivated to complete the test successfully.

g) Guessing game: I elicited the procedure of this activity from students by asking: „What am I doing?“ I demonstrated several actions and Ss gave me answers (e.g. „You are writing. You are cleaning blackboard.).

Then I asked a couple of students „What are **you** doing?“ and they answered (e.g. I am sitting. I am speaking.). I introduced the structure „I think“ by asking them what it meant in Czech. Then I played the tape and students listened to different sounds. After each part I stopped the tape recorder and students made their guesses—usually in English, when they did not know the words, they used Czech:

e.g. T: „What is Jane doing?“

S: „She is watching TV.“

T: „Where is she?“

S: „na závodišti“

D. Conclusions/Evaluations

I suppose I managed to meet my aims in this lesson. What should be mentioned here is the fact that there was not any new topic or theme introduced in this lesson. Most of the eliciting was done between different stages of a lesson. I usually used ‘open’ questions such as „What did we talk about last lesson?“ and occasionally ‘closed’ or ‘yes/no’ questions such as „Do you remember the forms of Present Continuous Tense?“. When students were giving me their ideas I usually wrote them on the blackboard and when there was more than one thing I wanted to get from them, I encouraged them for different answers by giving them positive feedback and adding another question such as „Yes and in the book?“. After every question I tried to give them enough time to think about the answers. When they shouted their answers in Czech, I encouraged them to repeat them in English, except from situations when I asked for Czech equivalents of English words e.g. „What is to LAUGH?“. I used all my eliciting in English adapted to their level, and when I had to use the past tense, for instance „What did we talk about last lesson?“, I emphasized the words they knew, so they could negotiate the meaning of the sentence without translating it into Czech, and it was successful. In some cases I used ‘body language’ to get the ideas from students, e.g. miming of „CRY“ and „LAUGH“

during vocabulary presentation, or gestures during demonstrating different actions after the question „What am I doing?“ I came to a conclusion there are many things the teachers can elicit from their students: ideas, suggestions, opinions, meanings of words, things they remember from the previous lessons, and other things. This has a positive effect on them—they use their brains, compete with others, gain confidence, and it effects the learning process in a positive way, too—they produce the language themselves (instead of the teacher) and get more speaking practice.

As a result, I can say that dealing with eliciting had positive effects on the classroom atmosphere, the students were active and competitive, and their concentration seemed to be higher. Consequently, I did not have so many problems with maintaining control.

LESSON PLAN No. 3

A. Pre-lesson plan commentary

Thesis focus:

In this lesson I focused on feedback, and especially feedback as error correction.

Anticipated teaching problems/possible solutions:

I prepared different correcting techniques according to my aims at different stages of the lesson. I knew, for example, that we would focus on Present Continuous Tense contrasted with Present Simple Tense and that most of the activities would be either controlled or semi-controlled, which meant I had to be prepared to correct most of students' mistakes connected with the tenses mentioned and when talking about time of correction—to correct them as they occurred. I also knew that I would not deal only with spoken errors but written ones as well (spelling in particular). I had expected that when someone made a mistake in this class, other students would try to correct him or her without being called out. Therefore, when speaking about different error correction techniques, I would either indicate where the error is, but let the student correct his or her mistake himself/herself or I would at least give the correct form myself and let the student repeat the correct form after me.

Lesson aims:

1. Reinforcing written forms of words by correcting most common spelling errors from a vocabulary test.
2. Practising Present Continuous Tense by a. filling Ex. 2 of the test, b. answering questions about different actions.
3. Presenting new vocabulary connected with 'HOUSEWORK', 'iron the clothes', 'make the bed', 'set the table' + adjectives 'tired' and 'great'—written form, pronunciation, meaning (including Czech equivalents).

4. Practising new vocabulary and difference between Present Continuous Tense and Present Simple Tense by a. answering questions about pictures and the article b. listening to and reading the article, c. listening to and repeating sentences from the article.

Materials:

Project English I, p. 54; handouts for test exercises; tape recorder + cassette.

B. Lesson summary—stages

- a) Correcting spelling mistakes in a test Ss wrote in the previous lesson with me (see Appendix); the test was focused on filling appropriate words into gaps in sentences; asking Ss to come to the blackboard and write the correct written form of the tested vocabulary.

Aim: to reinforce the correct written form of words Ss should already know

- b) Filling exercise 2 on the handout; Ss were supposed to make sentences in Present Continuous Tense; they were given a pronoun and bare infinitive of a verb e.g. He/watch TV.

Aim: to practise the written form of verbs in Present Continuous Tense

- c) Asking students a question „What am I doing now?“ and demonstrating different actions; choosing Ss to answer.

Aim: to practise the spoken form of the Present Continuous Tense

d) Vocabulary presentation: writing new words on the blackboard, making students guess the meaning, repeat the pronunciation after me, and write the words down.

Aim: to present new vocabulary by giving Ss correct written and spoken form + the meaning (including Czech equivalents)

e) Project English I, p. 54—„People or machines?"; asking Ss questions about what they could see on pictures attached to the article, choosing Ss to answer.

Aim: to practise spoken form of presented vocabulary and the Present Continuous Tense

f) Listening to a tape along with reading the article; after listening Ss answer teacher's questions.

Aim: to reinforce listening skills including listening to new vocabulary + Present Continuous Tense contrasted with Present Simple Tense

g) Listening to the tape again, stopping after each sentence, students repeat.

Aim: to reinforce listening + pronunciation of new words

C. Reflection—comments on activities and thesis focus

a) Vocabulary test: Ss received their tests corrected and marked according to the number of points they lost; I wanted to point out at the most common mistakes and reinforce the correct written form of the words

with the students; I asked a student to come to the blackboard, I told him/her a word in English and he or she was supposed to write it correctly on the blackboard; if he/she wrote it wrong, I told him/her that it was not correct and gave him/her time to correct; if he/she did not know I asked somebody else to correct it; I asked all Ss to write down the correct answers.

b) Filling in Exercise 2 on the handout: Ss had five minutes to complete the exercise, then we corrected it together, Ss gave me their answers and I wrote them on the blackboard (sometimes they had to spell them for me); then I asked other Ss whether they thought the answer was correct and if it wasn't they gave me their suggestions and they always came up with the correct form; I corrected the words on the blackboard, Ss were supposed to write them down into their exercise books; the students' most common spelling mistakes were *rideing*, *writeing*, *playng*, and *swiming*.

c) Asking Ss a question „What am I doing?“ and demonstrating different actions. Ss answered.

e.g. Example 1: T: What am I doing now?

S: I am sitting.

T: You are sitting, yes. But what am I doing?

S: You are sitting, too.

T: Good.

Example 2: T: Alice, what am I doing? (*T demonstrates writing*)

S: Errr ..., you are reading, errr, riding.

T: You are ... (*pause*).

S: Riding.

T: Writing (*emphasis on 't'*), riding a bicycle, but writing.

S: You are writing.

T: Yes, good.

d) Vocabulary presentation: I wrote the new words on the blackboard and for each word I asked „What is e.g. housework?“ I helped Ss to negotiate the meaning by putting the word into context, and with verbs and adjectives I tried to help by gestures or miming. Ss made their suggestions. When there were more different meanings of one word, I explained the difference: e.g. ‘iron’ or ‘great’. Then I pronounced each word and Ss repeated it. I asked individual Ss to repeat it again. Then Ss wrote down the written form, pronunciation, and Czech equivalent of every word.

e) Project English I, p. 54—„People or machines?‟: Ss looked at the pictures and I asked them different questions:

Example 1: T: What is Mrs. Brown doing in picture 2?

S: She is make the beds.

T: She is ... (*pause*).

S: Making the beds.

T: O.K., making the beds

S: Making the beds

T: O.K. Good.

Example 2: T: What is Mrs. Brown doing in picture 3?

S: She is making the beds.

T: Picture 3 ?!

S: She is tired.

T: Yes, she is tired, but what is she doing?

S: She is iron the clothes.

T: She is what?

Ss: Ironing the clothes.

T: Repeat it. (*looking at the student who made the mistake*)

S: She is ironing.

T: Why is it ironing, Luky and not just iron?

S: Protože to dělá právě teď.

T: O.K. She is NOW ironing the clothes.

f) Listening to a tape: Ss listened to and followed the text in their books.

After listening I asked Ss different questions about the text.

Example 1: T: Lukas, where is Mrs. Brown in picture one? Where is she?

S: She is washing up.

T: **Where** is she? What is where?

Ss: Kde je?

T: Is she in the car?

S: Is she in the kitchen.

T: She is ... (*pause*)

S: She is in the kitchen. T: Good.

g) Listening and repeating: Ss listened to the tape again; I stopped the tape recorder after every sentence and students repeated as a group and individually as well. In this stage of the lesson I did not have to correct any grammar mistakes, only a couple of pronunciation mistakes. I always let the students repeat the correct pronunciation.

D. Conclusions/Evaluations

At the beginning of a lesson I had to deal mostly with written mistakes. When students wrote something wrong, I tried to encourage them to make a correction themselves, but if they did not know, I let another student make the correction.

With spoken errors, which were mostly grammar and pronunciation, I always let the student correct himself/herself. As I had expected before the lesson, other students usually interrupted and shouted out the correct answer. I tried to quiet them down and focus only on the student who had made the mistake. When speaking about different correction techniques, I indicated where the error had occurred either by pausing, repeating my question to make sure the student understood well, or asking a different question, which was supposed to lead the student towards correcting himself/herself. After the correct answer, I usually repeated the correct answer once more for

reinforcement. In some cases students corrected the mistake, but said only part of the sentence; this happened also when I asked them to repeat the correct answer. Next time I would encourage them to repeat the whole sentence. This would give them more practice and reinforcement of the words and structures being taught.

To give the students as much practice as possible in this lesson, I tried to reduce my talking time to minimum—e.g. I used pausing + facial expression or gesture to indicate where the error was. When it was necessary to talk, I used mostly English adapted to Ss' level.

LESSON PLAN No. 4

A. Pre-lesson plan commentary

Thesis focus:

This part of my final paper will be focused on feedback as praising, which is closely connected with error correction (discussed in the previous lesson plan).

Anticipated teaching problems/possible solutions:

When I thought about feedback as praising, I decided to study three previous lessons recorded on tapes, and provide a summary about what my praising was like. In my opinion, results from three lessons will give us more reliable information than one lesson would.

Since I had already known the students' behavior, liveliness and lack of motivation, I anticipated I would have to spend a lot of time maintaining control and discipline, or repeating my instructions, which could make me angry, nervous, or at least impatient with the students. Therefore, I mentally prepared myself for these situations, and told myself not to be influenced by them, so that my praising wouldn't be reduced.

B. Reflection--in what situations did I use praising

During the three lessons I used praising in different situations and for different purposes.

In the first lesson, when I focused on giving instructions, I tried to praise students for at least part or complete understanding of my instructions, which meant that the students started doing what they were supposed to. I should mention, though, that my praising was influenced, as I had anticipated, by students who did not pay attention, so instead of praising I dealt with problems such as calming the students down, repeating my instructions, and consequently reducing my praising.

A different situation, when I could use more praising, was during eliciting, which was my thesis focus in „Lesson plan No. 2“. When I asked a question, I praised students for giving me different ideas and suggestions. After that, when there was more information I wanted to get from the students, I encouraged them for different answers.

In my opinion, the most common situation for praising is in connection with error correction—some examples are provided in „Lesson plan No. 3“. I usually asked a question and if students gave me at least partly correct answer, I praised them and encouraged them to correct the rest. At the end I praised him or her.

Other situations, which occurred in all three lessons, and when I had the opportunity to praise, were the following:

--when Ss pointed out at a mistake or confusion I caused, e.g. when I wrote two questions on the blackboard in a wrong order;

--when students gave me different suggestions in Czech: I praised them, but usually asked them to repeat their answer in English;

--when I wanted to increase students' motivation; e.g. during my first lesson, one girl constantly interrupted the lesson, was noisy, and did not pay attention even when I had told her several times to be quiet. When she would not stop and the situation was already unacceptable for me, I decided (instead of yelling at her) to spend a couple of minutes talking to her. I asked her a question „Why do you learn English?“ which obviously surprised her, and even though she hesitated to give me any answer, the rest of the students were excited to help her with answering, and gave their opinions. The question I asked raised an interesting discussion about the students' future careers, possible jobs, traveling to England, America, and other countries, and all students seemed motivated. At the end of the discussion I told the girl (even though I could have been angry with her) that her English was good, but she should try to speak and use it as much as possible.

C. Conclusions/Evaluations

As a result, providing feedback as praising is not always as easy as it might seem at the beginning, especially when we want to praise effectively. There are a lot of things during the lesson that disturb the teacher or distract him or her from the good intention to praise.

I used for my praising English only, and the most common words I used were: „’Good’; ‘O.K.’; ‘Yes’; ‘That’s right’; ‘O.K. good’; ‘Yes, O.K.’. I admit that sometimes I could have praised with more stress and use stronger words such as ‘Well done’, ‘Very good’, ‘Very well’, ‘Super’, or ‘Excellent’ (which appear in students’ questionnaire in Appendix 1), but I did not feel comfortable using them (at least not so far), and I would feel my praising was unnatural and exaggerated.

I think, even without the exaggeration of my praising, I managed to motivate my students well enough e.g. by showing interest in their opinions, keeping eye contact with them and using friendly gestures and facial expressions, so that they were not shy to speak and express their ideas, which was a positive sign. During eliciting they were all willing to give me different ideas and suggestions; when answering questions they were able to correct their mistakes quickly and repeat the correct answer if I wanted it; when they spoke in Czech, by praising the Czech answer/idea and asking them to try it in English I managed to encourage them to think and at least try to use English as much as possible.

Consequently, there was a better atmosphere in the classroom for learning English, which helped the students gain more confidence and motivation, and therefore use English more often.

Chapter IV. Conclusion

A. Discussion of Conclusions

In this final conclusion I am going to summarize all my experience, theory, methodology and results from my Professional Project to show what worked or did not work and how all the things we have covered in this paper are connected with each other and how they contribute to validity of my thesis.

The thesis of this Professional Project states that appropriate/effective use of the teacher's language in the classroom helps to create a more pleasant classroom atmosphere which, as a consequence, encourages/motivates students in their learning, helps them gain more confidence, and effects the learning process in a positive way. The aim of the Professional Project was to support this thesis by verifying it and showing its validity and reliability.

The investigation was based on personal learning and teaching experience, but it was also influenced by other sources of information such as methodology classes, working with professional literature, observations, questionnaire for students, and discussions with colleagues and teachers. All the above mentioned influences contributed to this paper, but what my final conclusion mainly resulted from was a recorded material from classes, which included, apart from other issues, the important source of information for:

- 1) teacher's use of different kinds of classroom language
- 2) students' responses and reactions towards teacher's language

The material was recorded on tapes, then some parts with relevance to my thesis focus transcribed, and further analyzed as it appeared in the lesson plans in Chapter III.

The complexity of teacher's language was narrowed to providing motivation and positive feedback and furthermore, the teacher's classroom language was divided into four main categories:

- a) giving instructions
- b) eliciting
- c) feedback as error correction
- d) feedback as praising

Within each category other aspects of teacher's language such as level-adaptation, Teacher Talking Time vs. Student Talking Time and balance between Language 1—Czech and Language 2—English had to be discussed.

Giving instructions

Giving instructions is one of the means of providing motivation in the classroom and it is one of the parts of teachers' language we discussed in this paper. The theory claims about language in general that it can have both positive and negative effects on people. For giving instructions, therefore, this appeals as well, and because we talk about a part of language used in classrooms, the people affected are our students.

Experts advise us to be careful about our instruction giving in order to become successful and effective teachers. Inappropriate usage of instructions, their quantity and over-complexity, as it was mentioned in the methodology part, can cause discouragement and lack of motivation between the students. This showed also in my observations, when the teachers gave complicated instructions, and students did not know what to do or they did something different. Usual reaction of the teachers was that they had to repeat their instructions and sometimes they became impatient and started to speak Czech.

From my teaching practice, and especially by analyzing the tapes I recorded during my classes, I found out that, compared to what I observed in different classes most often, a different approach—the one that corresponds with the theory and methodology mentioned in this paper—can be successful. The following is a list of rules for giving instructions, which according to my investigations worked:

- It is more efficient to give simpler instructions rather than complicated ones. The students become more motivated when they feel they understand what to do, and complete their tasks better and more quickly. Besides increasing motivation, this also helps them with gaining confidence and positive attitude towards English.
- We should give our students instructions in English which is adapted according to their level. By giving instructions in English we provide our students with more practice (especially the listening skills), but at the same time, by adapting our language according to their level—which means e.g. choosing appropriate vocabulary, structures, speed of language, etc.—we do not overwhelm them with language they do not understand.
- After giving some instruction we should check our students' comprehension. An effective way of doing this is asking one student to repeat the instruction—it might be in Czech.
- To make our instructions more effective we can make changes in our voice—e.g. put different stress on different words. This will help the students with comprehension and might again increase their motivation. Besides, the stress might be helpful with keeping students' attention, and therefore might reduce discipline problems.
- Where possible, we should accompany or replace our instructions by different visual means—e.g. 'body language'—gestures, facial expressions; pictures, instructions via doing, etc.

Eliciting

Eliciting is another part of teacher's language which can influence the level of students' motivation. It is a useful way of making students think and provide their own language, ideas, and suggestions. My investigations have shown that eliciting can and should be used in the way which theory and methodology experts advise. As with giving instructions, I came up with a list of things which are connected with successful and effective eliciting in the classroom:

- Use eliciting whenever you might get from the students something they already know—at the beginning of a lesson, between individual stages of a lesson, within a stage;
- There are many things the teacher can elicit from his or her students: e.g. ideas, opinions, suggestions, previous experience, meanings of words, etc. By allowing them to express these things, we not only motivate them, but also give them a better chance to practise the language and learn more. Consequently, the students will get more confidence and will be better at risk taking with using the language, which is an important thing with producing the target language.
- Eliciting can be done most frequently by asking students a question—closed or open, or showing them a picture.
- Eliciting, too [as giving instructions], should be adapted according to the student's level. In practice this can be realized by choosing appropriate questions (with appropriate choice of vocabulary and structures), speed of language, and what is also important—giving them enough time to think, e.g. by pausing after the question.
- If we want to make our eliciting more effective, and if we want to get different information from as many students as possible, we can use different encouraging and motivating techniques such as writing

students' responses on the blackboard, giving them positive feedback by praising them, using friendly 'body language'—gestures, facial expressions, so that students understand they do not have to be afraid of what they say. This situation could be caused by over-correction.

Feedback as error correction

In the previous paragraph we touched the topic of providing students with positive feedback. Error correction is definitely a way of giving feedback, but to make it positive, we should be aware of effects (both positive and negative) error correction can have on our students, and then try to eliminate the negative ones. My investigations have shown the following results:

- Time of correction depends on a type of exercise we are dealing with. When doing controlled or semi-controlled exercises, which we focused on in the Professional Project, and when the stress is put on accuracy, we should correct errors as they occur.
- When dealing with different correcting techniques, the one I used most commonly and which, in my opinion, is the most effective one, is that the teacher indicates where the error is e.g. by repeating the correct part of the answer and then pausing with a corresponding facial expression or gesture, and lets the student correct himself or herself.
- We should be aware of the discouraging effect of over-correction. To avoid this, we should deal only with errors that are important for the aim of the exercise/stage of a lesson being done. When we have to correct a lot, we can avoid discouragement and lack of motivation by praising students for every correct answer, but also for incorrect answers, which might indicate the students' ability of risk-taking.

Feedback as praising

Feedback as praising is closely connected with error correction. In the previous paragraphs we have said that praising can be used as a tool to make error correction less negative.

I investigated information about praising in different lessons and situations, and as a result I can say that praising is an important part of the teacher's language and can have positive effects on the atmosphere in the classroom, which influences the motivation and interest in learning English.

We can accompany praising to all of the above mentioned parts of teacher's language: we can praise our students for understanding our instructions and working on or even completing the given task successfully; we can praise them during eliciting for their effort to contribute somehow to the lesson; and we can praise, as it was already mentioned, for correct answers or in order to encourage them to give correct answers.

To support our praising we can use again some forms of 'body language'—e.g. friendly eye contact, facial expressions or smiling. All these things contribute to creating a generally friendly and pleasant atmosphere in the classroom, which gives students the feeling that the teacher cares about them, is interested in their opinions, and wants to help them in their learning. This leads to a better interaction and cooperation between the teacher and the students, which makes the teaching and learning process more effective and successful.

B. Summary

Finally, it should be emphasized that all four kinds of teacher's language, which have been discussed in this paper, contribute in an important way towards improving the English classroom atmosphere, if they are used effectively and appropriately. Of course, we have to keep in mind what was

already said at the beginning of this paper—that each student is different from the others in terms of his or her needs, beliefs, expectations, behavior, ability of language acquisition, level of motivation, and lots of other aspects. These differences influence the learning process and attitude towards English in general, and therefore all teachers should be aware of them.

As a consequence, there are different demands on teachers' roles according to different students and different teaching situations. To give an example from my teaching practice—with lively and energetic students, who were in my class, the teacher has to deal with maintaining discipline and control much more often than with quiet and shy students. This fact may, as I described it in my lesson plans, disturb the teacher, influence his or her language in a negative way, and distract him or her from the good intentions of providing students with motivation and positive feedback.

Another problem was (and might occur in different classes as well) that in the class with a small amount of students there was not any highly motivated student there who would lead the class in a positive way. This may also be connected, besides other things, with the type of school (it is described in the 'Class profile') and the fact that it is going to be closed down at the end of this school year. All these facts influence the students' level of motivation and put a greater demand on the teacher who tries to increase it, which for me was surely useful experience to learn from. This way I found out, for instance, that even though it is not so easy as it might seem, if the teacher has some aim, keeps it in mind and focuses on it with a great effort, he or she can finally manage to improve or eliminate negative situations towards better results. If I managed to keep control in the classroom, I did not have to repeat my instructions so often, and this way I also reduced my talking time, which meant there was more time for the students to speak.

When talking about balance between Czech and English, I tried to use English in most of the situations, and it worked. At the beginning, some

students might have had problems with comprehension, but as I tried to help them by modifying my language according to their level (though keeping it sound natural) and connecting verbal expressions appropriately with different forms of 'body language', students got accustomed to my English and my commonly used structures, which improved their listening skills and reduced my TTT as well.

As a result, students understood more, and their level of motivation increased, so that in some situations they wanted from me even more information and they looked forward to the activities which we were going to do. Consequently, they became more responsible, and more willing to cooperate with me and other students in the classroom (team-building).

After summarizing all my investigations I can claim that my thesis and verified enough, so that it can bring useful information to other people, especially teachers of English, and serve them as a helping hand in improving their classroom atmosphere and learning how to use their language in an appropriate and effective way.

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APPENDIX I

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APPENDIX 1

VYHODNOCENÍ DOTAZNÍKU pro studenty angličtiny

zaměření: Jazyk učitele v hodinách angličtiny

Tento dotazník je **anonymní**, nemusíte se tedy podepisovat. U většiny otázek máte na výběr z několika možností. Můžete zakroužkovat jen **jednu**, ale u některých otázek i **více** odpovědí. Několik málo otázek vyžaduje Vaši písemnou odpověď. U první otázky udělejte křížek u každé větě.

Na otázky odpovídejte, prosím, co nejpravdivěji a nejupřímněji, podle svého nejlepšího vědomí a svědomí. Můžete tak příznivě ovlivnit Vaše hodiny angličtiny a pomoci vyřešit Vaše možné problémy s učením tohoto jazyka.

Předem Vám děkuji za Vaši snahu.

1. Paní profesorka používá:	ČEŠTINU	ANGLIČTINU	OBOJÍ
a) když nám říká, co a jak máme dělat			X
b) když nám vysvětluje novou látku, gramatiku			X (Č)
c) když se nás na něco ptá		X	
d) když nás opravuje			X (A)
e) když nás chválí		X	

2. Vzpomeneš si na nějaké anglické věty nebo slova, které paní profesorka používá?

Sit down.

Shut your book.

O.K. Yes. Good. Hello. Very well. Bye.

Thank you. Please.

What's your name?

3. Když mluví paní profesorka anglicky:

- a) většinou rozumím všemu, co říká
- x b) nerozumím všemu, ale dokážu udělat, co chce
- c) rozumím jen částečně
- d) většinou nerozumím

4. Když něčemu nerozumím:

- a) nechám to být, je mi to jedno
- b) vrtá mi to hlavou, ale bojím se zeptat
- 50% x c) zeptám se spolužáka
- 50% x d) hned se přihlásím a zeptám
- e) zeptám se paní profesorky po hodině

5. Když dám najevo, že něčemu nerozumím:

- x a) paní profesorka mi to vysvětlí
- b) paní profesorka mi to vysvětlí později, po hodině
- c) nevysvětlí mi to

6. Paní profesorka opravuje naše chyby při mluvení:

- a) zřídka, spíš nás nechá volně mluvit
- 50% x b) někdy ano, někdy ne
- 50% x c) často

7. Když udělám chybu, paní profesorka mě většinou opraví takto:

- 50% x a) řekne to místo mě správně
- b) nechá mě to zopakovat, aniž by mě na chybu upozornila
- c) upozorní mě na chybu, ale musím se opravit sám/sama
- 50% x d) vyvolá jiného studenta, aby mě opravil

8. Paní profesorka nás chválí:

- a) při každé odpovědi a zdůrazní to, co bylo dobře
- x b) jenom tehdy, když řekneme něco dobře
- c) jenom někdy
- d) vůbec

9. Vzpomeneš si, co paní profesorka říká, když někoho chválí?

Super. Yes. O.K. Good. Very good. Fine. Very well. Well done. Excellent.

10. Paní profesorka:

- 25% x a) většinou mluví sama
- 75% x b) je to tak napůl
- c) mluví málo a spíš nechává mluvit nás

11. Když v hodině mluvíme, tak většinou:

- 68% x a) odpovídáme paní profesorce na otázky
- 25% x b) něco po ní opakujeme
- 25% x c) mluvíme ve dvojicích
- 12% x d) mluvíme v malých skupinkách

12. Já osobně si myslím, že v hodině angličtiny mluvím anglicky:

- a) hodně, sám/sama se hlásím o slovo
- b) hodně, jsem často vyvoláván/a
- x c) přiměřeně, jako většina ostatních
- d) spíš méně
- e) skoro vůbec **Proč?**
 - a) protože mě nikdo nevyvolává
 - b) protože se nehlásím a paní profesorka vyvolává většinou jen ty, co se hlásí
 - c) protože většinou nevím rychle odpověd' a paní profesorka mezitím vyvolá někoho jiného
 - d) protože se mi nechce a je mi to jedno

13. Při hodině angličtiny paní profesorka vyžaduje, abychom mluvili:

- a) výhradně anglicky
- x b) většinou anglicky, výjimečně česky
- c) jak chceme, výjimečně jen anglicky

14. Já osobně v hodině angličtiny:

- a) se snažím mluvit co nejvíce anglicky
- b) mluvím anglicky jen když musím
- c) mluvím převážně česky

15. Když mám promluvit anglicky:

- a) cítím se celkem jistě
- b) cítím se nejistě **Proč?** a) kvůli paní profesorce
- b) kvůli spolužákům
- c) z jiného důvodu; uveď z jakého:

(2 žáci se cítí nejistě—1 kvůli spolužákům, 1 neví proč)

16. To, jak často mluvím anglicky mi vyhovuje/nevyhovuje. Proč?

Většinou vyhovuje.

APPENDIX 2

Exercises for PRIMA May 1997

Exercise 1: Vocabulary test : Fill in the missing words:

1. Mr. and Mrs. Hill are having - - - - - .
2. Jane is doing her - - - - - .
3. Tony is having a - - - - - .
4. Mrs. Hill is putting - - - - - in the - - - - - machine.
5. Mr. Hill is washing - - .
6. Tony is - - - - - his teeth.

Exercise 2: Make sentences with present continuous tense:

Example: She / jump > She is jumping.

1. He / watch TV >
2. She / write >
3. They / ride a bicycle >
4. I / eat >
5. We / play tennis >
6. You / swim >
7. I / laugh >