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The structure of English classroom interaction

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PODĚKOVÁNÍ

Děkuji především vedoucí diplomové práce PhDr. Lucii Betákové, M.A., Ph.D. za odborné vedení a pomoc při utváření diplomové práce a za zapůjčení odborné literatury. Dále děkuji řediteli a vyučujícím 6.základní školy v Jindřichově Hradci a Biskupského gymnázia v Českých Budějovicích, že mi umožnili získat materiály potřebné pro zpracování diplomové práce.

Lenka Dolejšová

ABSTRACT

In my Diploma Thesis I focused on the interaction between a student or students and a teacher in English classes and examined particular parts of IRF structure.

The theoretical part explains features of IRF structure in detail and also describes the classroom environment and class talk and puts it to comparison with home talk.

Practical part is built on recorded material which I gained in four different classes. I attempted to conclude how often the IRF structure happens, what types of initiation teachers use most, if the initiation leads to an appropriate response and last but not least how do teachers provide feedback.

This Diploma Thesis should help to discover whether teachers produce any real questions or whether they only ask questions to which they know answers and also how often is Czech language used during English lessons.

ANOTACE

Ve své diplomové práci jsem se zaměřila na interakci mezi studentem a učitelem v hodinách anglického jazyka a zkoumala jednotlivé části IRF struktury.

V teoretické části podrobně vysvětluji základní rysy jednotlivých částí IRF struktury a též popisuji prostředí, které umožňuje interakci. Školní dialog srovnávám s dialogem mimoškolním.

Praktická část je vystavěna na materiálu nahraném ve čtyřech různých třídách. Snažila jsem se zjistit, jak často vlastně dochází k výměnám v podobě IRF, jak učitel nejčastěji iniciuje k hovoru, zda iniciace vede ke kýžené odpovědi a v neposlední řadě, jakými způsoby učitel provádí zpětnou vazbu.

Moje diplomová práce by měla mimo jiné odhalit, zda učitel klade skutečné otázky, nebo pouze ty, na které sám zná odpověď a jak často je využíván mateřský jazyk v hodinách angličtiny.

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1. INTRODUCTION

I, as a teacher-to-be, found the interaction between a student and a teacher an interesting topic and that is the reason why I chose this as the main theme of my Diploma Thesis. Classroom interaction includes personality of a teacher, personality of a student and strategies how to practise the interaction itself and therefore I tried to describe factually all these elements in the theoretical part.

For the practical part I aimed to record a sample of classes and then analyze them. At first I found suitable schools and then raised a request to the directors. They both answered kindly and allowed me to enter the lessons. It is hard to say whether the recording did not affect students' behaviour during the English learning but I attempted to influence the teaching process as little as I could. I analyzed each class separately and then put the founded data of all of them to comparison. I summarized and comment on my foundations in the conclusion.

I hope this Diploma Thesis will provide a scaffold of important information for not only teachers but those, who may be interested in this field and my aim was also improving the quality of educating process and classroom interaction by referring to some important numbers.

2. THEORETICAL PART

2.1 Classroom interaction

When talking about the interaction we should first define the environment where we can later observe and examine the IRF structure (will be explained later), the classroom. A lot of us will probably imagine a room with a blackboard in the front and a number of desks arranged into several rows and that is it. This chapter introduces several explanations as well as characteristics of all the participants of the classroom interaction process.

2.2 Classroom

Van Lier (1988: 47) claims that “the classroom is the gathering, for a given period of time, of two or more persons (one of whom generally assumes the role of instructor) for the purpose of language learning”.

As Tsui (1995) cites, Gaies (1980) has noted that the classroom is the crucible - the place where teachers and learners come together and language learning, we hope, happens. It happens, when it happens, as a result of the reactions among the elements that go into the crucible - the teacher and the learners.

We can see both of these explanations agreed on the following fact: The classroom is necessary for the process of learning and as such it includes a person who performs as a teacher and he/she is joined by one or more students. These two involved elements react to each other, but still there is a certain hierarchy between them (lower).

2.3 Learning and Teaching

Learning happens in the classroom and we acknowledged that such a process consists of at least two participants, which is described as a minimum for interaction to take place. Successful learning requires successful teaching. According to P.A. Richard-Amato (1988) an ideal teaching situation would be the one in which each student receives:

1. An adequate amount of meaningful, relevant input
2. A sufficient number of opportunities to enhance the self-image and develop positive attitudes
3. Regular encouragement, motivation, and challenge
4. Plenty of opportunity for output
5. Continual feedback
6. Proper linguistic models (native or near-native speakers of the target language are the best)

"Learning is an interpersonal matter." say Breen and Candlin in their study (1988) and continue: "The real knowledge is always set in a context and this context is both psychological and social what is known will always be contextualized in other knowledge in students minds and will always carry with it elements of the social context in which it was experienced- then we also have to conclude that a significant part of our learning is, in fact, socially constructed. Learning seen totally as a personal and subjective matter is seeing learning in a vacuum; indeed we may wonder whether such learning is ever possible." Thence it follows, learning is influenced by the personality of the student and the teacher and also by experience of both of them.

2.4 Classroom Interaction

We will only focus on verbal interaction as the spoken language performs a crucial role in any teaching situation though non-verbal communication also occurs in learning and can not be considered negligible. For our purposes the term of classroom interaction can be understood as talk turns between the people concerned.

Dillon (1988) suggests that the general rule of classroom interaction is “one speaker at a time(. ..)Unlike other conversations, where speakers negotiate turns and topics, in classroom discourse the turns are allocated by the speaker, the teacher, who designates both the next speaker (whether teacher or student) and the topic. That means that a student does not, as a rule, just enter at some point with a question. The turns are already taken, the speaker and the topic already designated; the cycle of moves already follows in step; students are already giving answers in their turn. Amidst all of this, it is a feat for a student to ask a question.”

Generally, classroom interaction is a kind of cooperation among all participants, which becomes sometimes forgotten mainly by teachers who prefer autocratic teaching style.

Tsui (1995:7) excerpts from Bailey (1991:18-19), who claims that ” ...interaction is obviously not something you just do to people, but something people do together, collectively. It is quite obvious that every interaction has to be managed, as it goes, but it has to be managed by everyone taking part, not just by the teacher.”

Gaies (1980) generally says that students do not, however, go in ‘empty-handed’. Allwright and Bailey (1991:18) pointed out that the learners “bring with them their whole experience of learning and of life in classrooms, along with their own reasons for being there, and their own particular needs that they hope to see satisfied.” The teacher also brings the syllabus into the classroom, often embodied in a textbook. But no matter what they all bring, everything still depends on how they react to each other (learner to learner as well as teacher to learner) when they all get together in the classroom.

Freire (1970) as stated in Richard-Amato (1998) simply distinguishes between two kinds of education: banking and libertarian. Banking education opposes to Gaies's theory (above). It involves the act of depositing. The student is an empty depository and the teacher is the depositor. The students "receive, memorize, and repeat." There is no real communication. The role of a student is a passive one, a sort of "disengaged brain." On the other hand, in libertarian education he more or less agrees with Gaies and states that "...the teacher and students are partners. Meaning is inherent in the communication. Students are not simply empty heads waiting to be filled with information. The process is a dialectical one. Sometimes the teacher is a student and the students are teachers in a dialogue through which all individuals can benefit."

2.4.1 Social Interaction (Outside the classroom)

The talk inside the classroom has very different nature than the one outside the classroom. Home talk eventuates in richer communication. At home or anywhere outside the classroom, students are encouraged to talk because they do not have to worry whether they are grammatically or lexically correct. While inside the classroom they can always expect any form of evaluation.

Sage (2000) found out that teachers talk for two thirds of class time in a monologue style, which is quite foreign to many students, she believes. Talk, however, lies at the very centre of the learning process. Betáková in her article proves that not only Sage, but also the latest studies confirm that teacher talk represents about two thirds of classroom speech.

Tsui (1995:7) according to Wells (1986) says that in Well's study he "compares language at home and at school, found that students at school speak much less than at home, get fewer speaking turns and ask fewer question. The meanings they express are of a smaller range and the sentences they use are syntactically much simpler." He also points out (1986:59) that the difference between parent-child conversation and the teacher-pupil conversation also inheres in initiation. At home, the questions are all initiated by the child rather than by the adult, while at school it is the other way round.

Sage (2000:139) notes, informal conversation has no planned outcome to the exchange. "It is highly interactive and participants share responsibility for the topics of talk." For her schools owe to students skills like processing large amount of information, organising, regulating and expressing what is known in a coherent way.

She created a well-arranged chart where she put to comparison characteristics of home talk with those of class talk. (2000:142)

Characteristics of home and class talk	
Home talk	Class talk
Informal, familiar style-many statements	Formal style-many questions and commands
Adult modifies words, sentence length, information to suit the child, signaling turn-taking and a shift of topic clearly	Language adjusted for the mid-ability range so some students are not catered for in terms of discourse level
Language content and context based on shared assumptions about experience. Language is particular and more meaning is available in non-verbal ways	Language demands frequent interpretation of non-shared assumptions. More meaning coded in words. Language is universal.
Frequent turn-taking between adult and child according to social and cultural conventions	Teacher monologue dominates. Little turn-taking except within the class conventions.
Frequent individual comments by adult and child to clarify what is shared	Children expected to listen in silence. Teacher comments about the present context.
Generally small amounts of information shared, dependent on context	Large volume of information used to expend content that is not about the present context.
On-going checks for understanding. Language is contextualised.	Frequent reference to previous information without checks for understanding. Language is decontextualised.

Purpose of language is to share topics and terms of reference and take equal turns in the dialogue. The talk normally lacks a tight focus and is unplanned	Purpose of language is to transmit knowledge. Talk is normally goal-directed with emphasis on technical terms and words meanings
Home talk is simple in ideas and usually about personal concerns that the here and now	Class talk is mentally complex and remote from individual concerns, referring to a context that is not normally present

Heidi Rigenbach (1999:55) analyzing the classroom discourse also tries to define talk outside the classroom. She assumes, that “unplanned everyday conversation is the most commonly occurring and universal language “genre”. In every language and culture, conversation is a speech activity in which all members of a community routinely participate. Within a conversation, speakers can accomplish social functions: they can, for example, compliment, ask questions, give information, apologize, disagree, and make invitations. In every language, there are also activities speakers do, for the most part unconsciously (...): speakers take turns and observe the “rules” of turn taking (...), they repair inaccuracies of speech, and they indicate when they do and do not understand what an interlocutor is saying.”

Rigenbach and Sage agree in the importance of understandable teaching. Outside the classroom students naturally show when they do not understand, but they are not encouraged enough to do so in the classroom by the teacher regarding the capacity of a class.

Richard-Amato (1988) cites that Seliger (1977) poses a question why a child would participate in and prolong an activity without having much understanding of what was being said to her. The evidence of the importance of meaningful interaction is found in his study. That is why he stresses social interaction.

Richard-Amato also uses the ideas of Schumann (1978) who supports the notion that social interaction is important to second language acquisition. For language students the social interaction is even more important as Carroll (1967) points out. His students who spent even a brief time abroad, where they had social interaction, had a substantial effect on their proficiency.

2.4.2 Teacher

Teachers or instructors display authorities. The teacher manages the whole lesson, he/she leads all talks. He/she can interrupt any student at any time and any point. He/she also has the right to evaluate students.

In his/her leadership role, the teacher expects to control an action. She/He asks questions, nominates turns and tasks with stereotypical expressions. Sage(2000) marks this as a basic mental scheme and the language which is used in the classroom while teaching as a stereotypical one.

T. Wright (1988) deals with position of teachers and learners and identifies them as roles which changes under various circumstances. The teacher does not necessarily perform an authority, for example in drama lessons, where he stands for a sort of an adviser e.g.

P.A. Richard-Amato (1988:294) counts two main teachers' roles. "The first role is to facilitate the communicative process between the participants in the class. The second role is to act as an interdependent participant within the teaching-learning group. These roles imply a set of secondary roles of the teacher: first, as an organiser of resources and as a resource himself. Second, as a guide within the classroom procedures and activities. (...) A third role for the teacher is that of researcher and learner- with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning, and organisational capabilities. As a participant-observer, the teacher has the opportunity to 'step back' and monitor the communicative process of learning-teaching."

2.4.3 Student

A student represents an essential member of classroom interaction. Both student and teacher present their personalities which obviously modifies the interaction.

A conversation in the classroom is obviously led by a teacher according to some rules and a student follows them. Although the rules are not written, everyone knows them. The general rule for Dillon (1988) is 'one speaker at a time'. That means that a student may not interrupt a speaker, whether a teacher or a student, with a question, which a teacher certainly can.

According to Breen and Candlin's study(1988) "student is an interdependent participant in a cooperative milieu". They claim that "even the individual independent student can be in some situations dependant on other learners or teacher. The learner has a monitoring role. It applies positively to his/her own learning as well as to others, for whom he/she acts as a feedback provider and as an informant to the teacher he acts when concerning his own learning progress."

Sage (2000) says that being a student is a role. So when the teaching event is completed an individual is free to leave and take on another role in a new setting. This happens when students leave class and join their peers in the playground, entering a different situation with roles appropriate for what is taking place.

2.5 IRF structure

The process of learning in the classroom happens through communication, which has the character of talk turns between the teacher and the student, especially in language classes. If we look closer to the classroom conversation, we should recognize a certain pattern in the string of language forms, which I will trace in the practical part of my Diploma Thesis.

1975 in Birmingham Sinclair and Coulthard analyzed the classroom spoken discourse and found there a rigid pattern, where teachers and pupils spoke according to invariable perceptions of their roles and where the talk can be seen to conform to highly structured sequences. The pattern is generally- ask (teacher), answer (pupil), comment (teacher), i.e. T-P-T. Tsui (2000:13) also proves that the pattern "question-response-feedback" is dominant for typical language classrooms.

As McCarthy reports, Sinclair and Coulthard name each part of an exchange *move*, which means three moves for each exchange. They recorded several classes and found out that the first move is not always formed by a question, but it can be functioning e.g. as a command or information (vide infra). In order to portrait the similarity of the structure in each case, Sinclair and Coulthard (1975: 26) call “the first part of an exchange *opening move*, the second one *answering move* and the last one *follow-up move*”.

Betáková in her study points out that it was Bellack and co-workers who in 1966 introduced a three part exchange using solicit, respond and react for IRF. She also notes that the original IRE structure was replaced with IRF by Wells (1993), who reevaluated all the parts of exchanges and renamed evaluation to feedback.

For Anderson and Lynch (1988) it is helpful to realize that readers and listeners are “active model builders”. IRF structure (or however the exchange is named) becomes a product of cooperation between participants concerned. In case the structure does not work, teaching is not effective and outcomes equal zero in terms of language teaching.

Sometimes it happens that the IRF is not complete. Burt and Dulay (1983) identify three communication phases: one-way (the learner receives input but gives no overt response); partial two-way (the learner responds orally in L1 or by simple gestures); and full two-way (the learner gives messages and responds in the target language to messages of others).

Of course whether the exchange is complete or not also depends on the level of students’ knowledge. Some classes hardly follow the whole IRF structure, e.g. when the answer to the teacher’s question becomes wrong, the teacher sometimes forgets to evaluate he/she before asking another student.

2.5.1 Initiation

The first move of each exchange is an initiation to the dialogue or discussion mainly. By this the teacher tries to activate students and invites them to take a turn in the speech. It needs not necessarily have a verbal form though the most common initiation is a question of any kind, which will be the subject matter of the next chapter.

Even a non-verbal sign encouraging pupils, e.g. a move of an arm or a gesture, can occur as the first move. Also a piece of information or command pose is used for the same purposes as McCarthy proves (1991:15).

Betáková refers to Sinclair and Brazil (1982) who introduced more kinds of initiation:

- 1) Informing
- 2) Eliciting

By eliciting we seek:

- decisions (yes/no questions)
- agreement
- content (wh-questions)

- 3) Directing

2.5.1.1 Questions and types of questions

I keep six honest serving men (They taught me all I knew); Their names are What and Why and When, And How and Where and Who

Rudyard Kipling.

Questioning represents the very basic form of initiation. Asking questions has several reasons. Mainly the teacher assures him/herself that the students acquired the imparted knowledge and is able to provide the correct answer.

Reasons for teachers' questions according to Turney and his co-workers (Brown and Wragg 1993):

1. To arouse interest in a topic
2. To focus attention on an issue.
3. To foster active learning.
4. To stimulate students to use questions.
5. To structure a task.
6. To diagnose difficulties in learning.
7. To communicate that participation is expected and valued.
8. To help students reflect.
9. To assist thinking.
10. To develop comment.
11. To give opportunity to learn from others.
12. To express interest in student ideas and feelings.

“In school, however, questions often violate established conventions and confuse students. Questions are often asked by teachers when it is obvious to students that they know the answers: ‘What color is the grass?’ Getting answers *right* (in the teacher’s view) is the principle concern in class, which is of little consequence in the informal chat outside those four walls.” (Brown and Wragg 1993:140)

Some authors (e.g. Delamont) compare classroom questioning with interrogating or checking up, which would not be acceptable in everyday life but it is the staple of the classroom life. I think that if teachers care for students' personality then they know how to make students comfortable even when asking them questions. In my opinion the most important thing is a friendly environment.

The following list of ‘Dos’ and ‘Don’ts’ of questioning was created by Brown and Wragg (1993).

Dos-effective questions are those that:

1. Extend and lift discussion to a higher level of thinking.
2. Start with a narrow focus and broaden out- recall first and then encourage next thinking.
3. Start with a broad focus and then narrow down to detail.
4. Take a circular path- a series of questions leading back to the initial idea.
5. Take a straight path using questions of a similar type.
6. Provide a backbone as a scaffold on which to hang the main ideas.
7. Are balanced with comments using more complex language.
8. Differentiate student discourse levels.
9. Signalize that participation is valued.
10. Arouse and sustain continuing interest in a topic.

Don'ts-ten common errors that we all make at time:

1. asking questions that are above the student's discourse level
2. asking too many questions and not making enough comments
3. asking a question and answering it yourself before the student has a chance to think
4. asking questions only of the brightest or most eager students
5. asking the same types of questions repeatedly
6. asking questions in a manner that students find threatening
7. failing to acknowledge positively students' responses, and putting them down
8. ignoring an answer and repeating the question to somebody else
9. failing to correct the answer sensitively
10. failing to build and extend answers

Later the authors added two more:

11. Asking irrelevant questions
12. Asking questions in a threatening way

However, questions are a very important aspect of classroom talk. They create 70 per cent of it including the teacher asking the question, the student answering the question and the teacher providing feedback to the response, IRE. (Tsui 1985)

“Series of questions erects ‘a scaffold’, to help the student arrive at solutions and build appropriate spoken responses” as Sage claims.

Types of questions

Having studied materials for this chapter I realized there are many ways of categorizing questions. Brown and Wragg (1993) classify them in the following way:

1. *higher order questions* do promote thinking
2. *lower order questions* do promote recalled facts

1. *conceptual questions* are concerned with ideas, definitions and reasoning
2. *empirical questions* require answers based upon facts, observation or upon experimental findings.
3. *value questions* are concerned with relative worth and merit, with moral and environmental issues. These types of questions are likely to arise on many subjects. Some questions, particularly key questions, involve elements of all three types of questions.

1. *closed/close-ended/convergent questions* require one exact answer yes/no
2. *open /open-ended/divergent questions* encourage students to more creativity, usually start with what, where, who, when

They also mention *probing* and *prompting* which function as follow-up questions when the first answer is inadequate, or inappropriate. Prompts contain hints to help pupils when they get lost with the answers while probes require more precise or detailed answers (2001:33).

Tsui, referring to Long and Sato(1983) divides questions to:

- *display questions* which are knowledge-checking, typical of classroom discourse
- *referential questions* to which the teacher does not know the answer

- *factual questions* beginning with ‘what’, ‘who’, ‘where’ and ‘when’
- *reasoning questions* beginning with ‘how’ and ‘why’

I will support this chapter in the practical part with recordings from real lessons. In my opinion we cannot always strictly divide questions into categories with strictly illustrated functions. Questions beginning with ‘Why’ e.g. do not necessarily require any reasoning.

2.5.2 Response (reaction)

Response to an initiation mainly means an answer to a question. But as well as the initiation is not always a question, the response is not always an answer. Reaction to the question can be e.g. just nodding, shaking head or another question.

The most common problem with student’s responses is low language confidence. Many teachers in Tsui’s study (Tsui, 2000) reported that their students were afraid of making mistakes and being laughed at by their peers.

Tsui (2000) presents another problem with students’ reticence which is the fact that teachers subconsciously tend to choose the brighter students because they usually provide the correct answer and therefore less time of the lesson is ‘wasted’.

2.5.3 Feedback (Follow-up)

As Betáková reports (Analysing Discourse of the ELT Classroom), a very interesting study on the functions of the F- move is the one of Cullen (2002). The teacher’s F-move has a primarily evaluative function, Cullen revises: it gives the students feedback about whether the response was acceptable or not. The older term feedback was changed into a more common term follow up on the assumption that the move may also serve other functions.

Feedback in larger sense can be understood as any reaction the T shows, verbal or non-verbal does not matter.

We can distinguish two types of feedback:

(<http://www.nde.state.ne.us/STARS/documents/LPSGulletandMcEntarffer.ppt>)

Evaluative feedback:

- typically uses a single measurement (e.g. grade) to summarize student work
- may compare students to each other
- does not give student information about single elements (knowledge, skills..) they perform well
- may encourage competition and student “globalizing” self-judgement
- sometimes linked to rewards vs. punishment

Descriptive feedback:

- describe features of work or performance
- relates directly to learning targets and/or standards of quality
- points out strengths and gives specific information about how to improve
- often uses models in relation to student’s work
- may provide strategies for moving forward

According to Cullen as cited in Betakova’s study feedback can be also divided into:

- **evaluative** (concentrates on form)
- **discoursal** (concentrates on meaning)

In my analysis the previews division was adopted but for better understanding renamed as follows:

- **evaluative** (T corrects linguistic inadequacies, whether it interrupts the flow of speech or not)
- **non-evaluative** (the T keeps the cohesion of the conversation)

3. PRACTICAL PART

The practical part of my diploma work follows the topic of classroom interaction and as such is based on material I recorded in real classrooms in English lessons. The age of students (Ss) and level of English differ in each group so that we can observe many types of teaching strategies.

I decided to introduce all the classes first with short excerpts from the lessons to illustrate the teaching approaches (for whole records see attachments). In each excerpt individual turns are colour coded; initiations are in blue, feedback in red and other parts in black. After the introduction of each class I added a short commentary on it, then in every section I searched for the typical or untypical IRE structure and frequency of talk turns and also exchanges between Ss.

3.1 Class 1

3.1.1 Record of the lesson

This record was taken in the last year of a secondary school in Jindřichův Hradec.

I chose particularly this school because I used to attend it and knew that there was always very friendly atmosphere. What I did not know was the fact, that since I had left it, the school profiled into a sports one. But never mind I selected the best groups and was curious how the students can react and answer after five years of studying English and so I asked the teacher (T) if she could prepare the lesson as a conversational one.

Though the T had a teaching qualification for the elementary school she was also teaching English at a secondary school because of the lack of English teachers. She was about thirty-five years old and quite energetic. According to her words she did not feel very happy about the task of teaching a subject she did not properly manage and even to the final year students aged from fourteen to fifteen. But unfortunately in reality the lack of qualified teachers causes that many of them teach subjects they have not come to contact before.

3.1.2 Interview with the teacher

I asked the T several questions before the lesson started:

- *How many students are there in your class?*

“About Fourteen.”

- *What is their level of English?*

“They should be a pre-intermediate group.”

- *Do you conduct the lesson in English or in Czech?*

“No, if it is necessary I use Czech for their better understanding. In forty-five minutes there is no time for explaining words in English in many different ways.”

- *How do you usually structure the lesson?*

“Well, at the beginning we usually revise what we did last time and then we work with a textbook where there is usually a new grammar unit.”

- *Do you also prepare any conversational lessons?*

“Sometimes, but their English is not at such a high level, so it is not easy.”

The record I took in the class is incomplete, contains only nineteen turns and presents only a part of the lesson, because the rest was poor on interaction. I tried to record the most suitable part, which I included into this chapter just for the readers to be able to follow and understand my commentary.

1T: Well, let's do the crossword now. Across znamená co?

2S: Vodorovně.

3T: Vodorovně. A down?

4S: Svisle.

5T: Tak to je jasný, u toho čísla bude to slovíčko vždycky začínat. So number three, the past tense of buy. What is it past tense?

6S: Minulý čas.

7T: **Yes.** So the past tense of buy is..?

8S: Bought.

9T: **Vezměte si slovníky k ruce.** What is number seven?

10S: Light.

11T: **No u vlasů spíš použijeme....**

12S: Blond. **A jak se to píše?**

13T: Stejně jako v češtině. **Number eight, complete the question, to znamená, chybí tam jedno slovo.** What colour eyes....? What is missing?

14S: Have you.

15T: **What colour of eyes have you got? Takže chybí tam have.** Next one is...I can jezdit na kole.

16S: Ride.

17T: **Yes, ride. S měkkým i.** Number fourteen..What do you look...?

18S: Like.

19T: **What do you look like.**

3.1.3 Commentary

Though the T promised to teach a conversational lesson, we obviously had a different idea as the lesson was based on exercises from the book. Half of the students did not even open the book, however were not asked to do so. Their level of English was elementary or pre-intermediate. I was scared a little when thinking of their selection interviews and exams to high schools.

The atmosphere was close to home talk which could have encouraged the Ss to talk, which happened but unfortunately in Czech. On the other hand the exchanges were controlled by the T and quite regular. The plot of the lesson was kept regardless of the noise.

As for material, the T used a very old textbook, which she personally did not like, but according to her words in this class parents were not willing to buy new ones, more modern.

3.2 Class 2

3.2.1 Record of the lesson

Ss recorded were at the age of twelve and were pupils of the same school as the previous class. I chose it because I hoped to meet a higher level of English than before. Though the T, who was thirty-eight years old, did not possess any teaching qualification, she spoke very good English as she had spent two years in an English speaking country. She did not feel very comfortable about me recording the lesson but finally she agreed. Her class was one of the most disciplined in that particular school and her favourite. I also asked if she could provide rather a conversational lesson.

3.2.2 Interview with the teacher

- *How many students are there in your class?*

“I teach only the better half of the class, so about 10 students.”

- *What is their level of English?*

“They are all clever pupils, I would say they are quite good.”

- *Do you conduct the lesson in English or in Czech?*

“I have been trying to teach in English as much as possible.”

- *How do you usually structure the lesson?*

“We usually check homework at the beginning and then it varies, we either revise or present new grammar or topic from the textbook.”

- *Do you also prepare any conversational lessons?*

“Yes, we do quite a lot of speaking, mainly play games on speaking. I often assign homework to the Ss where they have to make a dialogue and the following lesson we role play it.”

- *Do the Ss always react to your questions?*

“Well, sometimes they do, they usually understand but the older students the harder dialogue with them. They do not like to speak aloud in front of the class.”

The following excerpt presents the first part of the lesson as the rest, where they played a guessing game, was still of the same character and will be attached.

1T: Well, we are going to check your homework and then do some exercise in your workbook and we are going to play a guessing game, so I'm going to pretend a person and you are going to guess who I am. Samozřejmě vy si potom taky můžete vymyslet nějakou cizí osobu a zjišťovali bychom její totožnost. But now first let's check your homework. Your task was to write five statements. Takže minule jsme dělali průzkum a vašim úkolem bylo napsat pět vět. Takže teď jenom ty oznamovací věty.

2S: One people have played golf.

3T: Tady ale pozor, one people....

4S: Aha, one people has played golf.

5T: People ale je, nebo jsou....

6S: Jo lidi, takže one person has played golf.

7T: No nebo pupil, to samozřejmě nemůžeš napsat people, jako jeden lidé. Takže people je lidé a person je...

8S: Jeden člověk.

9T: Tak co jsme zjistili dál?

10S: Six people have ridden a motorbike.

11T: Ano. And the last one, Maruško?

12S: Last?

13T: To poslední.

14S: Jo, nobody.

15T: Nobody has seen a football match. To mě sice trochu překvapuje, ale budiž. Samozřejmě dál budeme předpřítomný čas opakovat, jeho použití. Tak dál bychom opakovali stupňování přídavných jmen, takže bych vás vyzvala, abyste vymysleli nějaké otázky. Petře, are you better at Czech than Lenka?

16S: No

17T: No, I am...?

18S: No, I'm not.

3.2.3 Commentary

The lesson took place in a classroom specialized on teaching languages. Desks were organized into a circle so that Ss could see each other and the teacher. The Ss really managed nice English and though the lesson was unprepared in my opinion the Ss reacted and were quite active. The T acted very unconfidently which sometimes made the Ss laugh but anyway they cooperated and generally the atmosphere in the class seemed friendly.

The T pushed Ss to talk a lot to promote dialogue. She encouraged the Ss to express themselves. On the other hand some of the questions were so general and not asked namely, that it became confusing for the Ss.

3.3 Class 3

3.3.1 Record of the lesson

The lesson was recorded in EFL¹ class with a qualified teacher aged around 40, who spoke excellent English. She had no problem with me recording the lesson and willingly agreed. Though the lesson should have started at seven o'clock and I came half an hour earlier she was sparkling with energy and self-confidence. When I asked about the level of her students she assured me, that at least half of them possessed a kind of certificate, FCE², CAE³ and some were preparing for Proficiency, which I considered as a great achievement with students around seventeen years old.

The interview with the T did not happen because she seemed busy all the time and we finally could not find few minutes for it. But I think everything important has been already mentioned or will be in commentary.

¹ EFL - English as a Foreign Language

² FCE - First Certificate in English

³ CAE - Certificate in Advanced English

1T: Last time we spoke about what, Honzo?

2S: English literature.

3T: Yes, we talked about English literature. What part or what sections or what countries are included, Lucko?

4S: Ireland, Britain, Scotland and Wales.

5T: Ehm...(repeats the answer). Can you remember what important names of Irish origin were mentioned? Which authors, Zuzko?

6S: (hesitates for a while)...Walter Scott.

7T: Hm, he wasn't Irish he was....?

8S: Scottish

9T: No, Scottish, ne? Ester?

10S: James Joyce.

11T: (repeats it) Yes. Wales, Lucka?

12S: Johnatan Swift.

13T: Lukáši, Anybody else?

14S: Oscar Wild.

15T: Yes and even...? Another playwright.....Samuel Beckett was Irish as well and not a playwright....

16S: G.B. Shaw.

17T: Yes, As you can see the most important names are of Irish origin so we mustn't forget them. What about English literature? Honzo, some important names.....

18S: Rudyard Kipling, Austen, Defoa, Shakespeare, Christie...

19T: We started talking about old English literature and we mentioned only one work, who can remember? Libore..

20S: Beowulf.

21T: Uhm. What do we know about this work? What is it? In fact it is...., Ivono?

22S: First

23T: Yes it is the first big work of old English literature. What is the genre, Lukáši?

24S: Poem.

3.3.2 Commentary

When the lesson started, I realized that the students were used to a certain schedule and system, though the T seemed to me a bit disorganized at first sight. At the beginning a test was handed around, the discipline during the test, which lasted for about 15 minutes and focused on the previous theme, surprised me pleasantly because the T did not have to really control the situation. There was no sign of cribbing from each other, talking or looking somewhere else than into the test.

Then the T searched for the topic discussed in the previous lesson and after the correct answers were provided from the Ss she suggested continuing with more names as expected. The lesson was managed systematically, so the Ss could follow without bigger problems and they cooperated well. The T based the lesson plan on asking questions which I think kept the Ss active during the whole time and also she connected English with the knowledge from other subjects like Czech language or History. Crosscurriculum links is one of the aims of the RVP⁴. The RVP is based on new principals in educating policy which mainly means to bring new educative plan or scheme to schools and teach Ss key competences (*as defined in RVP*) not a heap of facts.

The lesson was not based on any textbook, all used materials were provided by the T and chosen according to the topics for “A” levels.

3.4 Class 4

This class of twenty-three children at the age of nine or ten was very different as far as the T’s teaching style is concerned. At first, I did not mean to record the lesson as I did not expect any sign of interaction according the knowledge of English, but then I became glad I took it.

⁴ RVP – rámcový vzdělávací program

3.4.1 Interview with the T

- *Probíhá v této třídě také nějaká interakce a příp. Jaká?*

(How does the interaction proceed if there is any at all?)

“Jistě, že jo. I ty malý děti jsou šikovný. Právě, že u nich možná je ta konverzace plodnější, než u těch velkých. Třesou se na to, aby mohli ukázat, že něco vědí”.

(Of course, the small children are also clever. The conversation with them may be richer than with the older ones. They are eager to prove they know something. It is not about English, it is about playing with English.)

- *Používáte nějakou učebnici?*

(Do you use any text book?)

“Ano, samozřejmě potřebují se něčeho držet a děláme z ní úkoly.”

(“Yes, they need a system and we use it for homework.”)

1T: *So, at first we will sing a song Bingo. Do you understand?*

Ss: Jo, Yes.

(they sing aloud)

2T: *And now we will play a game. I spy with my little eye...něco hledám, ano? I spy something, něco, beginning with “p”. Hledám něco ,co začíná na “p”. (points at the S)*

3S: Pear.

4T: *Uhm, pear.*

5S: Pencil.

6T: *Yes, pencil. I spy something beginning with “b”.*

7S: Bingo.

8T: *Yes, Bingo. And now I spy something beginning with “c”.*

9Ss: (quiet)

10T: *What is “c” in Czech?*

11S: “C”

12T: *Yes.*

13Ss: Cap, classroom, cat...

14T: *Yes, maybe. I spy something beginning with “m”.*

15Ss: Mouse, mum, morning...

16T: **Yes** and **what is it good morning?**

17S: Dobré ráno.

18T: **Uhm**, **good afternoon?**

19S: Dobré odpoledne.

20T: **Uhm**. **Tak a teď, jak byste mi odpověděli? Zkuste mi odpovědět na pozdrav. Samozřejmě já vám tykám a vy mi vykáte. Tak, Honzo, hello boy!**

21S: Good evening.

22T: **Dobře** a **jak bys řekla, dobrý večer paní učitelko?**

23S: *(no response)*

24T: Mrs teacher! A všichni si to řeknou. **Řekněte dobrý večer, paní učitelko!**

25Ss: Good evening Mrs teacher.

3.4.2 Commentary

The T was identical as in class 1, but the approach was completely different which surprised me. The same teacher with two different teaching styles. Though class 1 was strictly taught in a “boring” way according to the textbook, class 4 was enjoyable with the Ss singing and reciting. As I was explained, these little Ss were rather motivated than taught, in the higher year it becomes the other way round. In spite of the fact I believe that all Ss should be motivated irrespective of the age.

In spite of the fact the T created a pleasant atmosphere in the classroom, she did not possess any proper certificate in English and she occasionally made grammar and lexical mistakes as you can see in the following turns:

Class 4/turn 22-25

22T: **Dobře** a **jak bys řekla, dobrý večer paní učitelko?**

23S: *(no response)*

24T: **Mrs teacher!** A všichni si to řeknou. **Řekněte dobrý večer, paní učitelko!**

25Ss: Good evening **Mrs teacher**.

Instead of addressing her only with the word teacher, she asked the Ss to title her Mrs teacher, the exact Czech translation, which is a common mistake of Czech learners. The difference between the exact Czech translation and common English phrase should be emphasized in this case not eliminated and adjusted to the Czech language.

I enjoyed these forty-five minutes I must say. The Ss perceived English lessons as relaxing ones, for them they evoked music, art and gymnastics in one, which is great indeed. Within the time limit they were able to remember 10 and more vocabulary items without bigger problems. The interaction was complete and the T never forgot feedback, usually positive and encouraging, which was not always the case in the other classes.

3.5 IRE /IRF structure

The exact explanation of IRE/IRF is stated in the theoretical part. For the practical part my task is to specify some criteria which will help me to evaluate my recorded materials.

To make it clear I created a chart for every class. In each one I picked up completed IRE structures and filled them in and added whether they were said in English or Czech. This was an interesting indicator.

I also examined how many times the T initiated and put it to comparison with fully completed IRE structures, it means how often the T finishes the structure with a kind of feedback. Finally I used percentage pie charts for easier overview. As the records were of different duration for creating the table I shortened the one of class 3 to similar length as the other ones to make the calculation objective. I left all parts of exchanges colour coded which will show us the Ss' answers, whether one word or full sentence. This will be later analyzed in detail.

3.5.1 CLASS 1

Blue-initiation

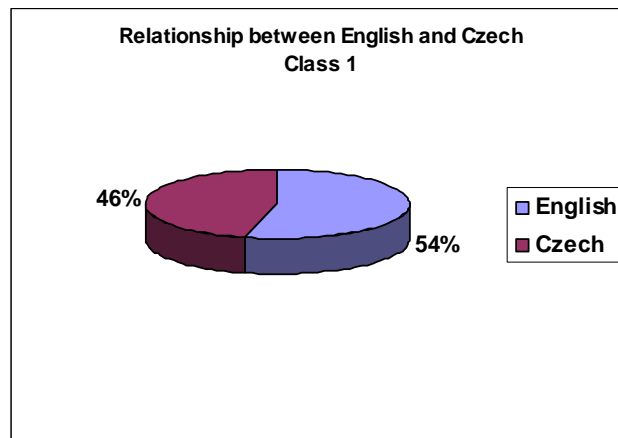
Red-feedback

Black-responses and the rest

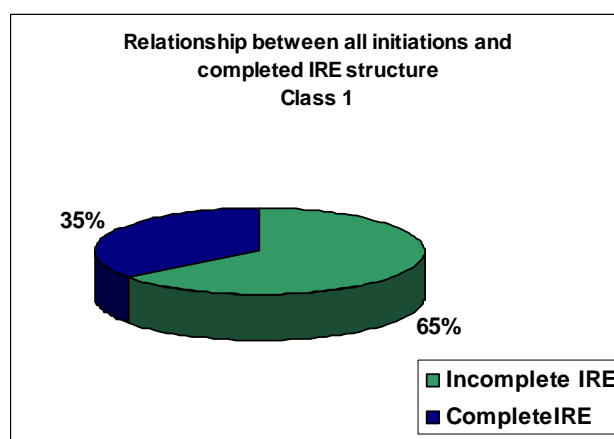
Individual turn	Part of IRE	Cz/En	Turn No.
Well, let's do the crossword now. Across znamená co?	I	Cz, En	(T)1
vodorovně	R	Cz	(S)2
vodorovně	E	Cz	(T)3
A down?	I	En	(T)3
svisle.	R	Cz	(S)4
Tak to je jasný, u toho čísla bude to slovíčko vždycky začínat	E	Cz	(T)5
So number three, the past tense of buy. What is it past tense?	I	En	(T)5
minulý čas.	R	Cz	(S)6
Yes	E	En	(T)7
Number eight, complete the question, to znamená, chybí tam jedno slovo. What colour eyes....? What is missing?	I	En	(T)13
Have you	R	En	(S)14
What colour of eyes have you got? Takže chybí tam have	E	Cz, En	(T)15
Next one is...I can jezdit na kole.	I	En	(T)15
Ride	R	En	(S)16
Yes, ride. S měkkým i	E	Cz, En	(T)17
Number fourteen..What do you look...?	I	En	(T)17
Like	R	En	(S)18
What do you look like.	E	En	(T)19

We can notice that the Ss mainly produce only one-word answers and what may also be noticeable is that the relationship between English and Czech in the English lesson is quite surprising and I would say sad. The Ts often mixed Czech and English during

exercises which was a pity as the Ss responded in English and understood well. In my opinion it underestimated the Ss' skills a little bit. I had the chance to observe that such behaviour allowed the Ss to get lazier about English questions and as an activator they only took the Czech version of the task.



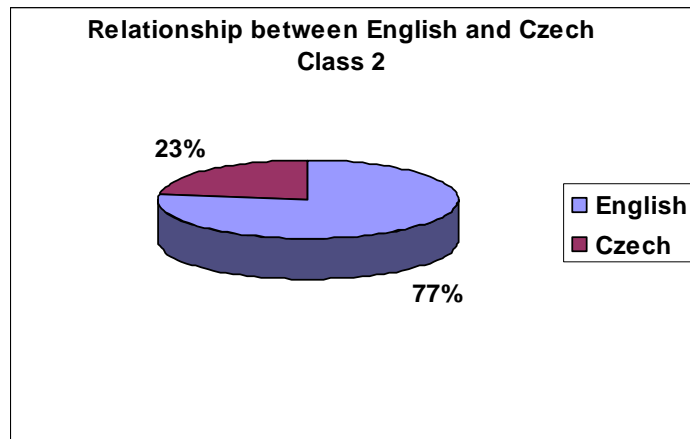
The T initiated the communication seventeen times and provided the Ss with feedback only six times. In other cases the structure usually misses evaluation and instead of that the T shoots another initiation, so the structure is often presented as I-R-I-R which may be more characteristic of hometalk than classtalk.



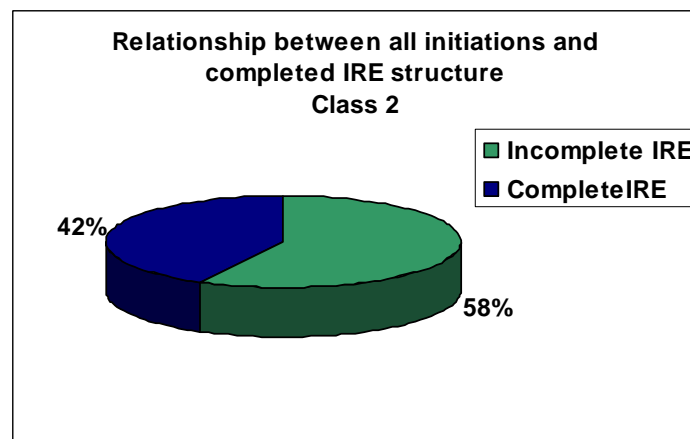
3.5.2 CLASS 2

Individual turn	Part of IRE	Cz/En	Turn No.
But now first let's check your homework. Your task was to write five statements. Takže minule jsme dělali průzkum a vaším úkolem bylo napsat pět vět. Takže teď jenom ty oznamovací věty	I	Cz, En	(T)1
One people have played golf.	R	En	(S)2
Tady ale pozor	E	Cz	(T)3
People ale je, nebo jsou....	I	Cz	(T)5
Jo lidi, takže one person has played golf.	R	Cz, En	(S)6
No nebo pupil, to samozřejmě nemůžeš napsat people, jako jeden lidé.	E	Cz	(T)7
Tak co jsme zjistili dál?	I	Cz	(T)9
Six people have ridden a motorbike.	R	En	(S)10
Ano	E	Cz	(T)11
And the last one, Maruško?	I	En	(T)11
Jo, nobody	R	En	(S)14
Nobody has seen a football match.	E	En	(T)15
Is this room bigger than your room at home?	I	En	(T)25
Yes	R	En	(S)26
Yes, it is...asi bychom odpověděli ve většině případů.	E	Cz	(T)27
Uhm, so are you taller?	I	En	(T)32
I don't know.	R	En	(S)33
Ok	E	En	(T)34
Petře?	I	Cz	(T)34
Is Dan fattest than Lenka?	R	En	(S)35
No, you can't say fattest	E	En	(T)36
Dan?	I	Cz	(T)36
Is Vítek old in the class?	R	En	(S)37
The oldest, ano? Tedy nejstarší.	E	Cz, En	(T)38

Fifty-three turns happened altogether, from witch forty-one were told in English and twelve in Czech.



The T initiated nineteen times in the extract but completed the structure to IRE with feedback only eight times; the rest of responses was left without commentary.



3.5.3 CLASS 3

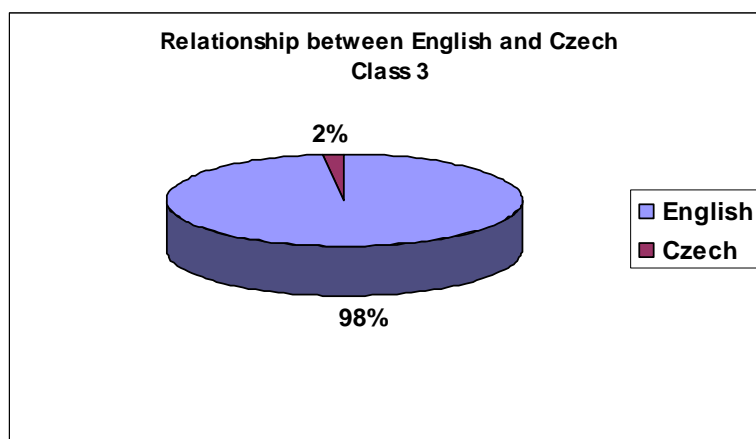
Individual turn	Part of IRE	Cz/En	Turn No.
Last time we spoke about what, Honzo?	I	En	(T)1
English literature.	R	En	(S)2
Yes, we talked about English literature.	E	En	(T)3

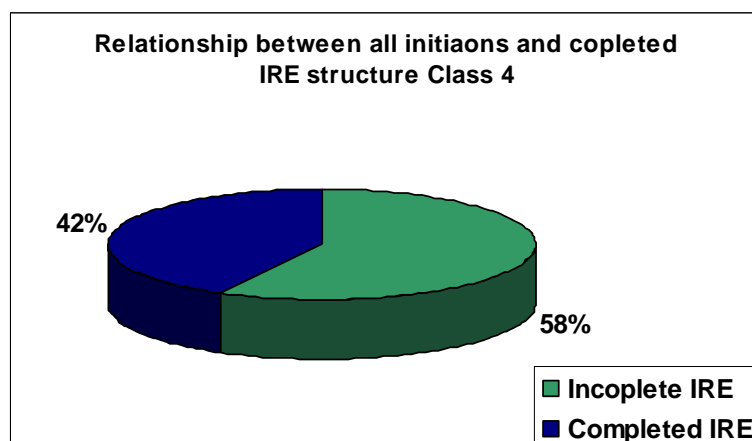
What part or what sections or what countries are included, Lucko?	I	En	(T)3
Ireland, Britain, Scotland and Wales.	R	En	(S)4
Ehm...(repeats the answer).	E	En	(T)5
Can you remember what important names of Irish origin were mentioned? Which authors, Zuzko?	I	En	(T)5
(hesitates for a while)... Walter Scott.	R	En	(S)6
Hm, he wasn't Irish	E	En	(T)7
he was....?	I	En	(T)7
Scottish	R	En	(S)8
No, Scottish, ne?	E	En	(T)9
Ester?	I	En	(T)9
James Joyce.	R	En	(S)10
(repeats it) Yes.	E	En	(T)11
Lukáši, Anybody else?	I	En	(T)13
Oscar Wild.	R	En	(S)14
Yes	E	En	(T)15
We started talking about old English literature and we mentioned only one work, who can remember? Libore..	I	En	(T)19
Beowulf.	R	En	(S)20
Uhm, well.	E	En	(T)21
What do we know about this work? What is it? In fact it is...., Ivono?	I	En	(T)23
first	R	En	(S)24
Yes it is the first big work of old English literature.	E	En	(T)25
What is the <u>genre</u> , Lukáši?	I	En	(T)23
Poem.	R	En	(S)24
It's a poem of course	E	En	(T)25
And what's interesting about it? Can you remember, Honza?	I	En	(T)25
It was written in sixth century.	R	En	(S)26
Uhm, between the sixth and eight centuries.	E	En	(T)27
Something else, Jana?	I	En	(T)27
It has three thousand verse.	R	En	(S)28
Yes it contains about three thousand verses	E	En	(T)29

Well, talking about verses, what is interesting about them or the style the poem was written? Víťo..	I	En	(T)29
blankverse.	R	En	(S)30
Yes	E	En	(T)31
there is something else special....	I	En	(T)31
alliteration.	R	En	(S)32
Uhm	E		(T)33
and what does it mean, Pavle?	I	En	33
Words start with the same...	R	En	(S)34
Yes, words in the verse start or contain the same letter, yeah	E	En	(T)35
What else did we concentrate on, Víťo?	I	En	(T)35
Geoffrey Chaucer.	R	En	(S)36
Uhm,	E	En	(T)37
Which period?	I	En	(T)39
Medieval?	R	En	(S)40
medieval, uhm	E	En	(T)41
And there were some information about his life, what do we know about his life, Zuzko?	I	En	(T)41
He had many jobs.	R	En	(S)42
Ok	E	En	(T)43
Why was Canterbury important?	I	En	(T)51
Because it was the town of the bishop.	R	En	(S)52
Yes	E	En	(T)53
why was the city so important at the time?	I	En	(T)53
There was the...I don't remember the name.	R	En	(S)54
Uhm, so there was a person Thomas Beckett and he was killed, of course, it happened in the twelfth century...	E	En	(T)55
What kind of journey was it?	I	En	(T)57
pilgrimage	R	En	(S)58
Yes pilgrimage to the graves...shrine, ostatky, nebo já nevím, jo	E	En	(T)59
What is typical of the book,Jirko?	I	En	(T)59
It meant to be about one hundred and twenty stories...	R	En	(S)60

Yes, so he meant to write about one hundred and twenty stories but finally he completed one third of them.	E	En	(T)61
Who are the stories told by, Pavle?	I	En	(T)61
The first people	R	En	(S)62
the first people traveling to Canterbury, uhm.	E	En	(T)63
What is special about these people? What do you know about their position in society?	I	En	(T)63
All clases.	R	En	(S)64
Uhm, so these people come from all social groups.	E	En	(T)65
These people are solving wide topical problems, concerning...Lukáši?	I	En	(T)65
The wife had a lot of husbands.	R	En	(S)66
Yes, she had a lot of husbands, how many? Five or six, ne?	E	En	(T)67
what does it mean?	I	En	(T)74
Pozemský život.	R	Cz	(S)75
Ano.	E	Cz	(T)76
What's typical of Renaissance?	I	En	(T)78
Pleasures	R	En	(S)79
Of course,yes.	E	En	(T)80
and the second part of the nineteenth century there is another stream....	I	En	(T)83
Realism	R	En	(S)84
Realism, of course. The typical genre is a novel	E	En	(T)85
And realism has usually some other adjectives. In England or in Britain...jaký je tam realismus?	I	En	(T)85
Critical	R	En	(S)86
Critical	E	En	(T)87
For Britain critical realism was typical, why critical?	I	En	(T)87
It provides critical view of society?	R	En	(S)88
Of course, it provides view of society	E	En	(T)89
Pardon?	I	En	(T)93
Angry young men!	R	En	(S)94
No no	E	En	(T)95

But...?	I	En	(T)95
trial revolution	R	En	(S)96
Yes	E	En	(T)97
What else?	I	En	(T)102
Society.....changed the way of thinking	R	En	(S)103
Fine, nebo devision of society	E	En	(T)104
And people moving to ...?	I	En	(T)104
Towns	R	En	(S)105
Towns, of course,ne?	E	En	(T)106
But people lived in terrible...	I	En	(T)106
Conditions.	R	En	(S)107
Conditions, of course	E	En	(T)108
And also dětská práce...	I	En	(T)108
Children work	R	En	(S)109
No anebo children labour, jo?	E	En	(T)110
Children had to work in terrible conditions and there is a special name for it.	I	En	(T)110
Slums	R	En	(S)111
Slums uhm. Rooms with no light, no electricity or water supply, many families living together	E	En	(T)112

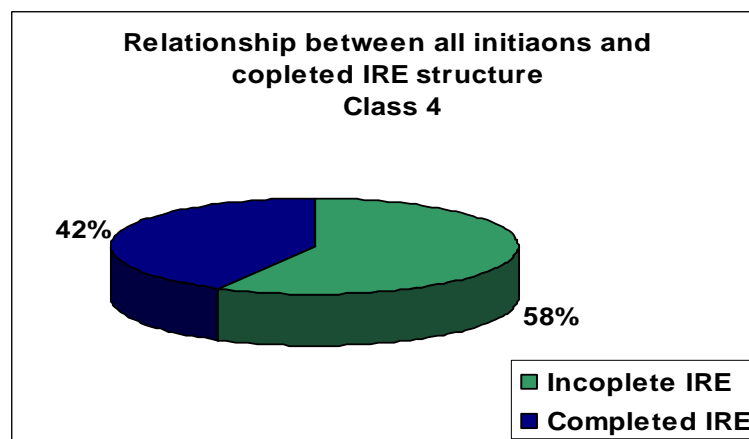
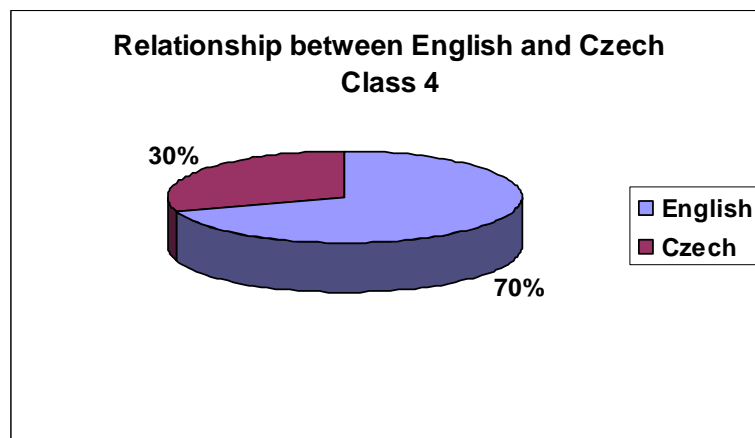




3.5.4 CLASS 4

Individual turn	Part of IRE	Cz/En	Turn No.
And now we will play a game. I spy with my little eye...něco hledám,ano? I spy something, něco, beginning with “p”. Hledám něco ,co začíná na “p”	I	Cz, En	(T)2
Pear	R	En	(S)3
Uhm, pear	E	En	(T)4
I spy something beginning with “b”	I	En	(T)6
Bingo	R	En	(S)7
Yes, Bingo	E	En	(T)8
What is “c” in Czech?	I	En	(T)10
“C”	R	Cz	(S)11
Yes	E	En	(T)12
And now I spy something beginning with “c”	I	En	(T)8
Cap, classroom, cat...	R	En	(S)13
Yes, maybe	E	En	(T)14
I spy something beginning with “m”	I	En	(T)14
Mouse, mum, morning...	R	En	(S)15

Yes	E	En	(T)16
what is it good morning?	I	En	(T)16
Dobré ráno	R	Cz	(S)17
Uhm	E	En	(T)18
good afternoon?	I	En	(T)18
Dobré odpoledne	R	Cz	(S)19
Uhm	E	En	(T)20
Tak a teď, jak byste mi odpověděli? Zkuste mi odpovědět na pozdrav. <i>Samozřejmě</i> já vám tykám a vy mi vykáte. Tak, Honzo, hello boy!	I	Cz	(T)18
Good evening	R	En	(S)19
Dobře	E	Cz	(T)20



3.5.5 Initiation

In all our cases the T initiates. In my opinion, that is one of the differences from hometalk, where a child often starts the flow of speech with any kind of question and a parent is to answer.

“Mum, where is my school bag?”

“Where you have left it, darling.”

(author's example)

Home talk is based upon true questions in comparison to the classroom conversation. In the classroom the T just examines the Ss' knowledge, mainly with display questions.

My aim was to pick all the initiations and set some criteria for assessing the initiations and also the whole lessons. In this chapter I did not shorten any of the materials transcribed, because I meant to draw an objective picture of the T's style encouraging the Ss to talk.

In the theoretical part I presented types of verbal initiation to be able to put it into a table and then divide it into informing I (the T either provides the Ss with language information or instructions what to do and prompts the Ss to link to it somehow or the Ts often do not finish an utterance she/he pauses, which also means for the Ss that they expect a reaction, it is a kind of gap filling task. The intonation parallels yes/no questions, which means a rise at the end of a sentence.), eliciting E (By eliciting I understood asking questions, which I categorized into:

- Referential (Rf)

- Display (Ds)

and then to yes/no and “wh”. The last way how to initiate is directing D, which I understand as giving orders or suggesting something.

3.5.5.1 Non-verbal initiation

The Ts in the recorded classes used two main types of initiation, verbal and non-verbal. Non-verbal initiation occurred sometimes in all classes and as such I would consider also calling on somebody by pointing at him, nodding or giving a glance initiation.

Ss in class 4 had a pattern similar for every lesson. Just the T's entrance made them to recite a short rhyme. When the teacher took pictures of fruit without a word, the students automatically shouted various items of vocabulary for fruit because they knew what would follow and what they were wanted to do.

3.5.5.2 Verbal initiation

My records will show what kind of initiation is the most common and prove it in table. Are questions the most often used type of initiation? And do Ts ask more often YES/NO or "Wh" questions?

Class 1

Individual initiation	Turn No.	Type of initiation	Type of question	Yes/No "Wh"
Well, let's do the crossword now. Across znamená co?	1	D+E	Ds	Wh
So number three, the past tense of buy. What is it past tense?	5	E	Ds	Wh
So the past tense of buy is..?	7	E	Ds	Wh
What is number seven?	9	E	Ds	Wh
No u vlasů spíš použijeme....	11	E	Ds	Wh
A jak se to píše?	12	E	Ds	Wh

Number eight, complete the question, to znamená, chybí tam jedno slovo. What colour eyes....? What is missing?	13	E	Ds	Wh
Next one is...I can jezdit na kole.	15	D		
Number fourteen..What do you look...?	17	E	Ds	Wh

Class 2

Individual initiation	Turn No.	Type of initiation	Type of question	Yes/No "Wh"
Your task was to write five statements. Takže minule jsme dělali průzkum a vaším úkolem bylo napsat pět vět. Takže teď jenom ty oznamovací věty.	1	D		
One peolpe....	3	D		
People ale je, nebo jsou....	5	E	Ds	Y/N
Takže people je lidé a person je...	7	E	Ds	Wh
Tak co jsme zjistili dál	9	E	Ds	Wh
And the last one, Maruško	11	D		
Tak dál bychom opakovali stupňování přídavných jmen, takže bych vás vyzvala, abyste vymysleli nějaké otázky. Petře, are you better at Czech than Lenka?	15	I+E	Ds	Y/N
No, I am...?	17	E		Wh
Radku, are you the tallest in your group	19	E	Ds	Y/N
Is the television older than you in your opinion?	21	E	Ds	Y/N
Is this room bigger than yours	23	E	Ds	Y/N
Is this room bigger than your room at home	25	E	Ds	Y/N

Tak a teď bych chtěla ještě další otázky na vaše spolužáky	27	D		
No tak! Otázky, kdo je třeba nejvyšší ve třídě, nebo nejmenší nebo ještě na tuhle místnost	29	D		
Uhm, so are you taller	32	E	Ds	Y/N
Petře?	34	D		
Dan	36	D		
Tak bychom si mohli někoho myslet nebo představovat a ostatní budou hádat, kdo to je, ano? Tak kdo chce začít?	38	E	Rf	Wh
Tak já si mohu někoho představovat. Tak, můžete se ptát	40	D		

Class 3

Individual initiation	Turn No.	Type of initiation	Type of question	Yes/No "Wh"
Last time we spoke about what, Honzo?	1	E	Ds	Wh
What part or what sections or what countries are included, Lucko?	3	E	Ds	Wh
Can you remember what important names of Irish origin were mentioned? Which authors, Zuzko?	5	E	Ds	Wh
He was....?	7	E	Ds	Wh
Ester?	9	D		
Wales, Lucka?	11	D		
Lukáši, Anybody else?	13	E	Ds	Y/N
And even...? Another playwright..... Samuel Beckett was Irish as well and not a playwright....	15	E+I	Ds	Wh

As you can see the most important names are of Irish origin so we mustn't forget them. What about English literature? Honzo, some important names.....	17	D		
We started talking about old English literature and we mentioned only one work, who can remember? Libore..	19	E	Rf	Wh
What do we know about this work? What is it? In fact it is....., Ivono?	21	E	Ds	Wh
What is the <u>genre</u> , Lukáši?	23	E	Ds	Wh
And what's interesting about it? Can you remember, Honza?	25	E	Rf	Wh
Something else, Jana?	27	E	Ds	Y/N
Well, talking about verses, what is interesting about them or the style the poem was written? Víťo..	29	E	Ds	Wh
There is something else special....	31	I+D		
And what does it mean, Pavle?	33	E	Ds	Wh
What else did we concentrate on, Víťo?	35	E	Ds	Wh
He was the basic representative of which part, Jano?	37	E	Ds	Wh
Which period?	39	E	Ds	Wh
And there were some information about his life, what do we know about his life, Zuzko?	41	E	Ds	Wh
What else?	43	E	Ds	Wh
His best work, Ilono, is...	45	E	Ds	Wh
Martino, why Canterbury?	47	E	Ds	Wh
What was Canterbury?	49	E	Ds	Wh
Why was Canterbury important?	51	E	Ds	Wh
Why was the city so important at the time?	53	E	Ds	Wh
Veroniko, what happened? People started ...	55	E	Ds	Wh
What kind of journey was it?	57	E	Ds	Wh

What is typical of the book, Jirko?	59	E	Ds	Wh
Who are the stories told by, Pavle?	61	E	Ds	Wh
What is special about these people? What do you know about their position in society?	63	E	Ds	Wh
These people are solving wide topical problems, concerning...Lukáši?	65	I+E	Ds	Wh
What happened in this fairy tale?	67	E	Ds	Wh
What was typical of this period in general? The main concentration was on what?	70	E	Ds	Wh
Or?	72	E	Ds	Wh
What does it mean?	74	E	Ds	Wh
What else?	76	E	Ds	Wh
What's typical of Renaissance?	78	E	Ds	Wh
And we should mention some important names. Which names did we mention last time?	82	E	Ds	Wh
And the second part of the nineteenth century there is another stream....	83	I+D		
And realism has usually some other adjectives. In England or in Britain....jaký je tam realismus?	85	I+E	Ds	Wh
For Britain critical realism was typical, why Critical?	87	I+E	Ds	Wh
Why was it so typical for England?	89	E	Ds	Wh
What do we know about England of nineteenth century?	91	E	Ds	Wh
Pardon?	93	D		
But...?	95	E	Ds	Wh
Takže England underwent the period of industrial revolution, bringing new discoveries but also, on the other hand.....	97	I+D		
What was the result of the revolution? People....hm?	99	E	Ds	Wh

What else?	102	E	Ds	Wh
And people moving to ...?	104	E	Ds	Wh
But people lived in terrible...	106	E	Ds	Wh
And also dětská práce...	108	I+D		
Children had to work in terrible conditions and there is a special name for it.	110	I+D		

Class 4

Individual initiation	Turn No.	Type of initiation	Type of question	Yes/No "Wh"
So, at first we will sing a song Bingo. Do you understand?	1	D+E	Ds	Y/N
And now we will play a game. I spy with my little eye...něco hledám,ano? I spy something, něco, beginning with "p". Hledám něco ,co začíná na "p".	2	I+D		
I spy something beginning with "b".	6	D		
And now I spy something beginning with "c".	8	D		
What is "c" in Czech?	10	E	Ds	Wh
I spy something beginning with "m".	14	D		
What is it good morning?	16	E	Ds	Wh
Good afternoon?	18	E	Ds	Wh
Tak a teď, jak byste mi odpověděli?Zkuste mi odpovědět na pozdrav. <i>Samozřejmě</i> já vám tykám a vy mi vykáte. Tak, Honzo, hello boy!	20	D		
Jak bys řekla, dobrý večer paní učitelko?	22	E	Ds	Wh
Řekněte dobrý večer, paní učitelko!	24	D		

On the basis of our overview we can only confirm that most common form of initiation is a question. Yes/No question is significantly less used than “wh” one, though easier for the Ss.

The Ts most often initiated by “what”. I recorded only **9 Yes/No** questions and **59 “wh”** questions from which:

45 began with “what”

5 began with “why”

4 began with “which”

2 began with “who”

2 began with “how”

What does it say about eliciting in general? “What” questions are the easiest for Ss to answer because usually they do not require any big “feat”, only one or two words as an answer, while “why” or “how” questions should usually eventuate in longer responses. How many longer responses the Ss really produced will be statistically demonstrated in the following chapter.

3.5.6 Response

Response came from the S who was targeted by initiation. As I could notice, unfortunately the classroom conversation usually contained just one-word response in contrast to home talk and from these examples we can see, that it may be caused by asking so many close-ended (closed) or display questions.

In the table below I showed how many times the Ss tried to create a full-sentence response. For full sentence I counted a meaningful answer longer than one word. After that I gathered them in a special chart for getting the idea how the Ss managed it. It is also interesting to observe how many of them are correct (**in bold**).

Response	CLASS/Turn
-0-	1
One people have played golf.	2/2
Aha, one people has played golf.	2/4
Jo lidi, takže one person has played golf.	2/6
Six people have ridden a motorbike.	2/10
Em...Are you as small as Lenka?	2/30
I don't know.	2/33
Is Dan fattest than Lenka?	2/35
Is Vítek old in the class?	2/37
Are you man or woman?	2/41
Are you man?	2/43
Are you old?	2/45
Are you more?	2/49
Play you films?	2/51
It was written in sixth century.	3/26
It has three thousand verse.	3/28
Words start with the same...	3/34
He had many jobs.	3/42
Because he worked in Canterbury.	3/47
I don't know.	3/50
Because it was the town of the bishop.	3/52
There was the...I don't remember the name.	3/54
It meant to be about one hundred and twenty stories...	3/60
The wife had a lot of husbands.	3/66
They concentrated on people.	3/71
It provides critical view of society.	3/88
Society.....changed the way of thinking.	3/103
Good evening, Mrs teacher!	4/25

When we look at the table above at first we can see a difference between class 1 and 4 and the rest two. It is not by accident as the mentioned two classes with only one full-sentence response were led by the same T, though class 4 could be beyond our classification because of the Ss' age, **class 1** showed us a surprising reality. **From 9 responses the Ss were not able to provide any full sentence!** Why is that? In my opinion they were not led to do so, as this is easier for a T who is not confident about her/his own knowledge of English. In such a case the Ss may be trained to learn vocabulary by heart and then to fill it somewhere but in real situation they will be useless as unable to ask about the common things, e.g. about a way to a railway station.

Correctness is quite an interesting marker. Though class 2 provided the highest number of longer answers, not many of them were correct, which matches with their age and level of English. Naturally the older students the more sophisticated and complicated structure, which the research confirmed.

Class 2 provided a richer spectrum of responses. Grammatically they were not difficult but still there was at least an effort to use more than just one word or a phrase in answers. **There were 13 complete sentences out of 25 answers (52%).**

For **Class 3**, as the research shows, more complicated grammar is characteristic which corresponds with the Ss' age and level of English. But what does not correspond with the level of English is the amount of full-sentence responses. **From 49 answers only 13 were complete(27%)!!**

Ss in **Class 4** produced only one full answer, but I would see it as natural due to the short time they have been studying English. Responses also had a non-verbal character, e. g. when the T gave the S a nod the S stood up and went to the blackboard. These small children reacted very well, but mostly to the rituals they were used to. The T played a song and they automatically stood up and clapped their hands and because the T evaluated the whole action as "very good" I would not be afraid to count it as a

completed IRE/F structure. Anyway **from 11 answers only 1 could be taken as a full sentence (9%)**.

In fact, in none of the recorded classes the T asked a true open-ended question though the plan for each lesson was different and hence the Ss did not have the opportunity to express themselves in longer units.

Considering different ages and levels of English of recorded Ss they all tended to one-word answers which they deemed necessary. It was interesting to observe the Ss sometimes started the sentence with one or two words and just waited for the T to complete, which usually happened. Ss also relied on their T when they did not know the exact vocabulary item instead of trying to find another word of a similar meaning, simply I think Ts taught them being inactive. Of course time matters, so I noticed that the way of suggesting the correct word is often quicker than letting the Ss think for a while.

Example:

Class 3/turn 21-23

T: Uhm, well. What do we know about this work? What is it? **In fact it is....**, Ivono?

S: **first**

T: **Yes, it is the first big work of old English literature.** ...

Class 3/turn 31-35

T: Yes and there is something else special....

S: alliteration.

T: Uhm and **what does it mean**, Pavle?

S: **Words start with the same...**

T: Yes, **words in the verse start or contain the same letter, yeah?** ...

In fact the T “steals” S’s turn and the time appropriated for the S’s answer, which is not fair. Why does the T actually do it? She either does not believe in Ss’ ability to produce the correct answers him/herself, which btw would also impeach her teaching skill or she feels pressed by time. However, I consider the lesson as a chaotic one without any

success to create a conversation and developing Ss' independent thinking and self-confidence.

3.5.7 Intonation

Rise or fall intonation in Ss' answers may have often influenced the T's reaction. As I could notice fall intonation marks S's certainty, which allows T to omit evaluation, while when he/she uses rise intonation the T may not be sure whether the issue is clear for the Ss and he/she then confirms or rebuts the answer through evaluation. The following examples will illustrate this fact.

A) class 1/turn 1-5

T: well, let's do the crossword now. Across znamená co?

S: **vodorovně** (fall intonation)

T: vodorovně. A down?

S: **svisle**. (fall intonation)

T: Tak to je jasný, u toho čísla bude to slovíčko vždycky začínat.

B) class 1/turn 15-17

T: What colour of eyes have you got? Takže chybí tam have. Next one is...I can jezdit na kole.

S: **ride** (rise intonation)

T: Yes, ride. S měkkým i...

3.5.8 Evaluation/ Follow up/ Feedback

Every action usually provokes feedback. Feedback is the "fuel" for interaction. I have already stated that we can divide feedback into evaluative and non-evaluative. The research on the recorded classes will prove which of them is more frequent. Whether Ts

concentrate mainly on not cutting Ss short and keep the complexity of the topic or evaluating correctness of particular answers.

I would like to emphasize that short evaluative feedback as well as non-evaluative feedback is necessary in the process of learning. Both of them should be performed in parallel. The one the T uses depends very much on the lesson plan, whether it focuses on grammar or conversation.

Feedback	Class/turn	Evaluative (E)/ non-evaluative (N-E)
Vodorovně.	1/3	E
Tak to je jasný, u toho čísla bude to slovíčko vždycky začínat.	1/5	E
What colour of eyes have you got? Takže chybí tam have.	1/15	E
Yes, ride. S měkkým i.	1/17	E
What do you look like.	1/19	E
Tady ale pozor...	2/3	E
No nebo pupil, to samozřejmě nemůžeš napsat people, jako jeden lidé.	2/7	E
Ano.	2/11	E
Nobody has seen a football match.	2/15	N-E
Yes, it is...asi bychom odpověděli ve většině případů.	2/27	E
Ok.	2/34	E
No, you can't say fattest.	2/36	E
The oldest, ano? Tedy nejstarší.	2/38	E
Yes,we talked about English literature.	3/3	N-E
Ehm...(repeats the answer).	3/5	E
Hm, he wasn't Irish .	3/7	E
No, Scottish, ne?	3/9	E
James Joyce. Yes.	3/11	E
Yes.	3/15	E

Uhm, well.	3/21	E
Yes it is the first big work of old English literature.	3/25	E/N-E
It's a poem of course.	3/25	E
Uhm, between the sixth and eight centuries.	3/27	N-E
Yes it contains about three thousand verses.	3/29	N-E
Yes.	3/31	E
Uhm.	3/33	E
Yes, words in the verse start or contain the same letter, yeah.	3/35	E/N-E
Uhm...	3/37	E
Medieval, uhm.	3/41	E
Ok.	3/43	E
Yes.	3/53	E
Uhm, so there was a person Thomas Beckett and he was killed, of course, it happened in the twelfth century...	3/55	N-E
Yes pilgrimage to the graves...shrine, ostatky, nebo já nevím, jo.	3/59	N-E
Yes, so he meant to write about one hundred and twenty stories but finally he completed one third of them.	3/61	N-E
The first people traveling to Canterbury, uhm.	3/63	N-E
Yes, she had a lot of husbands, how many? Five or six, ne?	3/67	E
Ano.	3/76	E
Of course,yes.	3/80	E
Realism, of course. The typical genre is a novel.	3/85	E
Critical.	3/87	E
Of course, it provides view of society .	3/89	E
No no.	3/95	E
Yes.	3/97	E
Fine, nebo devison of society.	3/104	E

Towns, of course,ne?	3/106	E
Conditions, of course.	3/108	E
No anebo children labour, jo?	3/110	E
Slums uhm. Rooms with no light, no electricity or water supply, many families living together.	3/112	N-E
Uhm, pear.	4/4	E
Yes, Bingo.	4/8	E
Yes.	4/12	E
Yes, maybe.	4/14	E
Yes.	4/16	E
Uhm.	4/18	E
Uhm.	4/20	E
Dobře.	4/20	E

The table shows clearly the score. Majority of the feedback has an evaluative character. The T often reduces her feedback to only one word or she evaluates by repeating the correct answer.

In class 3 the T usually repeats S's answer plus she elaborates on that and continues in the lesson discourse. In her lesson we met non-evaluative feedback more frequently than in other classes. I marked two parts of feedback by red colour. These are interesting because at the first sight they look like a typical non-evaluative feedback but when you consider the context you will notice that it is not so easy. The T does not correct the S, she does not even wait for the full answer, though the S's level of English allows him to produce the whole sentence.

Class 3/turn 23-25

T:What do we know about this work? What is it? In fact it is...., Ivono?

S: first

T: Yes it is the first big work of old English literature. (the T cuts the S's flow of speech and provides the correct answer herself)

Class3/ turn 33-35

T: ...and what does it mean, Pavle?

S: Words start with the same... (pauses and takes a think)

T: Yes, words in the verse start or contain the same letter, yeah? (interrupts)

4. Conclusion

The aim of my Diploma Thesis was to analyze interactions in sample classes and find out the specific features of classtalk in comparison to hometalk. I was also curious if the language lessons had more monological or dialogical character. I uncovered that all the Ts attempted to promote dialogue.

Because of the fact I had known the lesson plans before the lessons and interviewed the Ts I did not expect anything of the analysis to surprise me. I was mistaken.

The very first result I found uneasy became the fact that except for class 4 we misunderstood with the Ts when we agreed on conversational lessons. For me it was sad that conversation for Czech Ts can mean reading something from the textbook as in class 1 and 2 or a dominant performance as in class 3, where the Ss hardly had the opportunity to produce more than one or two words for reply.

4.1 English versus Czech

According to the interviews I gained an idea that the bulk of lessons would be led in English, which the research drawing the relationship between English and Czech actually confirmed, as in each class English language beat Czech as for percentage. Despite this fact I would pause on class 1, where the En/Cz ratio was nearly balanced. Is it really necessary to use Czech in all the cases the T did? When I listened to the recording again I concluded that in many exchanges the Czech phrase was not necessary. I noticed that the Ss usually tried to keep the English line as long as the T did.

Let us compare class 1 and class 4 taught by the same T. There is no doubt that with younger Ss the amount of English should be as large as the Ss can absorb and really seventy percent of the conversation in class 4 was conducted in English. In class 1 the same T reduced English to only fifty-four percent, though the process of learning was even supported by the textbook for most of the lesson time. There still occurs the fact that the T did not accept the textbook as a suitable one and was not keen on it but why did not she use her own materials then? When I asked her she told me that none of the students were going to apply for any language high school so they approach English lessons as free entertainment. But it is always the T who sets the rules and thought they did not need English at that moment it was still up to the T to attract them. I think the T resigned at that point. The lack of English in her lessons caused the Ss' inability to make a proper sentence with the subject and the verb in their correct positions and therefore also an inability to use English without clues outside the classroom in real life. This is often the case and it was the case when I was a student and for me it signals that we do not teach children to be able to speak English but to get good marks. To educate Ss for exams, not for English as a communication tool.

4.2 IRE complete/incomplete

While marking the parts of IRE for each class I thought, that when the T does not provide any feedback and the lesson does not carry the proper IRE structure, something was wrong. But then I transcribed class 3 and recognized only IRE structures, perfect and regular. But the lesson was not perfect at all as it had looked at first sight to me. The T asked and the S answered usually correctly. Ss' knowledge amazed me but then I began feeling like watching a gun battle. In history lessons this would not surprise me, but in language teaching? The reason also originated in very short turns, one shot, another shot and again. It kept everybody involved and alert. On the basis of that I dare to claim that despite the fact that IRE happens frequently as I showed in the graphs for all recorded classes, feedback can be omitted without any bigger consequences. The question is why. I came to conclusion that Ts often do not evaluate correct answers as they take them commonplaces. In Czech schools Ss are occasionally used to not being evaluated and complimented when their response is correct. A teacher simply begins a

new initiation by calling another S, which means that S's answer was accepted and the S understands it. While when the response is wrong in the T's opinion, he/she will hardly leave it without evaluation. As for me I agree with correcting Ss' mistakes, but as well as the T assesses he/she should also emphasize Ss' success!

In class 2 from turn 40, where the T initiates a guessing game, no IRE occurs and still the S gets feedback by the T but in a different form than "yes, no, correct, wrong". You can notice that the fact the T was not going to evaluate the responses encouraged Ss to cooperate (there are two exceptions when the T corrected the S-in bold). Conversation without all parts of IRE was more natural and evoked home talk.

Class 2/turn 41-56

41S: Are you man or woman?

42T: I can only say yes or no.

43S: Are you man?

44T: Are you a man? Yes I am.

45S: Are you old?

46T: Well, how old do you mean?

47S: fifty?

48T: No, I'm not.

49S: Are you more?

50T: Are you older? Yes, I'm.

51S: Play you films?

52T: No I'm not an actor.

53S: Singer?

54T: Yes, I am.

55S: Charles Gott?

56T: Yes, I'm Karel Gott.

But it is not the same with class 4. I have already mentioned that for younger Ss the feedback, especially positive, is necessary. They expect it and demand it and the T was excellent in providing it.

4.3 Questions display/referential and responses

The research uncovered that Ts most often initiate by asking display questions and factual questions (mainly “what”). The Ts produced only two referential questions (to which they did not know the answer). That shows Ts’ approaches to learning. Ss are not supposed to produce their own ideas they are supposed to produce facts they have learnt. I must admit I found the number of only two referential questions shocking. Maybe when the T presents new grammar, where he/she needs to hear from Ss exact facts (irregular verbs, items of vocabulary etc.), I would not expect him/her to produce thousands of referential questions, but all of my records were supposed to be taken in lessons focused on conversation!

I regret to say that one of the Ts told me in her office that referential questions “are only a consumer of time (požírač času in Czech) and it is sometimes terrible to listen to the answers to the questions”!!! Unfortunately I had to oppose to her. It is T’s job to listen to the Ss, is not it? In this case the T is not interested in Ss’ lives and she does not try to cover it. But if the Ss are taught to communicate, they must learn through communication. I understand that it would probably take a while for the S to express him/herself but I would stress it as a great motivator and self-confidence builder for the Ss and also it shows the T’s interest.

Analyzing responses I was curious whether the students were able to create a longer answer than just one word. I found that full-sentence replies are not only about the Ss’ ability but also about Ts tolerance and patience.

The research discovered a very interesting reality when we compare results of class 2 and 3. The language of the responses confirms Ss’ different level of English. Though in class 3 most of the replies were grammatically and lexically rich, the Ss only produced 27% of longer sentences while in class 2, where the knowledge of English was significantly lower, the Ss created 52% longer sentences. The conclusion becomes transparent. The dominance of the T limits them and does not allow them to express what their knowledge would. I had to ask myself where they could develop that level of English if their whole studies proceeded in a similar atmosphere. Apart from the

dominance of the T also “maturita” exam may be the problem. It pushes Ss to fill their heads with facts and facts and it naturally influences the teaching process. In the last years of grammar schools English lessons change to fact-filling.

4.4 Feedback evaluative/non-evaluative

Evaluative feedback is typical of our schools as I proved. Ts like evaluating with short and clear follow up (yes, no, correct etc) and Ss became used to it. Non-evaluative feedback sustains the integrity of the lesson as we could follow in class 3, in passages marked in the table of feedback. In the lower years of elementary schools Ts did not use any non-evaluative feedback but one (class 2). In the Ts’ opinions non-evaluative feedback does not draw an attention to mistakes. I must agree that with smaller learners in the non-evaluative feedback the correction is not that visible. On top of that younger Ss need clear instructions and they react better to clearly evaluative feedback.

But anyway generally speaking both types of feedback play indispensable role. I could observe that evaluative feedback fits better with S’s correct answer because it appreciates what the S had said, while non-evaluative follow-up suits better for wrong answers where the T corrects it anyway while e.g. repeating it correctly, but actually does not emphasize the error.

As I mentioned in chapter 4.2, feedback can be occasionally omitted in parts of the conversation where it may disturb the discourse. However, feedback belongs into the school classrooms and every S likes to be appreciated at least from time to time.

5. RESUMÉ

Pro mne, jako pro budoucího pedagoga, je úspěšná interakce mezi učitelem a žákem jedno z klíčových a také velmi zajímavých témat a její správné uchopení se mi zdá být předpokladem pro zdařilou práci učitele. Proto jsem interakci ve školní třídě zvolila jako námět pro svoji diplomovou práci, která je rozdělena do dvou částí, teoretické a praktické.

V první teoretické části se zaměřuji na vysvětlení podstaty IRF struktury podle prací některých odborníků a fakticky popisuji možnosti, které skýtají jednotlivé výměny mezi učitelem a žákem. IRF nebo také IRE představuje vzor pro komunikaci ve školní třídě a znamená střídající se promluvy žáka a učitele, konkrétně I-Iniciace ke komunikaci, R-odpověď žáka, F/E-zpětná vazba učitele. Iniciovat může učitel několika způsoby, např. různými typy otázek nebo pokyny, a ty pak samozřejmě ovlivní reakci studenta. Zrovna tak učitelova zpětná vazba má několik podob, které v této části popisuji.

Jak už je výše naznačeno, komunikace ve školní třídě nemůže probíhat bez osoby učitele a žáka. Vysvětlení jejich rolí ve školní třídě je v teoretické části věnována podkapitola.

Také jsem považovala za zajímavé se zmínit o rozdílu klasické školské konverzace učitel-žák a porovnat jí s interakcí mimo školní třídu tak, jak to publikuje Sage (2000), neboť se domnívám, že by výuka angličtiny měla probíhat pokud možno prostřednictvím spodoby s reálnými situacemi, tzn. co nejvíce prakticky.

Pro praktickou část jsem pořídila nahrávky čtyř tříd s rozdílnou znalostní úrovní angličtiny, pod vedením různých učitelů. Přepsané nahrávky jsem analyzovala a pomocí tabulek znázornila jevy související s IRF strukturou. V první podkapitole IRF struktury, týkající se iniciace, jsem všechny iniciace identifikovala a vypsala, o jaký se jedná druh a zda je opravdu nejčastější iniciací otázka. Tabulka znázorňující odpovědi ilustruje nejen množství víceslovných odpovědí, ale také počet těch gramaticky správných. Dále mě zajímalo, jak vzhledem ke své pokročilosti, dokáže žák v odpovědi

využít gramatických a lexikálních vědomostí a zda mu vůbec poskytne učitel k seberealizaci potřebný prostor.

Učitel by měl také ohodnotit žáka nějakou zpětnou vazbu. Zda se tak děje a jakými prostředky, tomu je věnována podkapitola nazvaná „feedback“. V té se také zmiňuji o tom, jak reaguje žák, pokud žádnou zpětnou vazbu od učitele nedostane a proč k tomu vůbec může dojít. Evaluaci žákovy odpovědi také ovlivňuje intonace respondenta, která naznačuje, zda si je student v odpovědi jistý, či nikoli.

Jedním ze zajímavých ukazatelů kvality výuky je procentuální vyjádření mezi užitím češtiny a angličtiny v hodině anglického jazyka, které v praktické části navíc uvádím.

Učitelky ve všech vybraných třídách mi vyšly ochotně vstříc, nechaly mě nahlédnout do svých příprav a podaly mi potřebný komentář k nahrávaným třídám. Nicméně jsem dospěla k závěru, že by se měla ve výuce cizích jazyků méně vyskytovat čeština. Také mě překvapilo, jakou měl zkoumaný vzorek učitelů tendenci nedat žákům téměř žádný čas na odpověď, čímž docházelo k velice krátkým výměnám, které bych přirovnala k zjišťování dat a faktů v dějepise, spíše než k výuce komunikace v cizím jazyce.

Porovnáním tříd různých věkových kategorií jsem dospěla k názoru, že v maturitním ročníku se pod vlivem blížící se zkoušky změní schéma výuky na prosté učení se faktům, což vede k zamyšlení, zda maturita opravdu plní svoji funkci a zda zkouška z anglického jazyka má spíše prověřit žákovu schopnost naučit se zadaná témata z paměti, nebo jeho dovednost komunikovat v příslušném cizím jazyce.

Cílem mojí diplomové práce nebylo pouze statisticky popsat některé jevy, ale hlavně prostřednictvím odhalení některých nešvarů nahraného vzorku učitelů pomoci současným i budoucím vyučujícím s koncepcí jejich vlastních hodin anglického jazyka.

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APPENDICES

Appendix 1.....	Transcript of record 1
Appendix 2.....	Transcript of record 2
Appendix 3.....	Transcript of record 3
Appendix 4.....	Transcript of record 4

Appendix 1

Class 1

1T: Well, let's do the crossword now. Across znamená co?

2S: Vodorovně.

3T: Vodorovně. A down?

4S: Svisle.

5T: Tak to je jasný, u toho čísla bude to slovíčko vždycky začínat. So number three, the past tense of buy. What is its past tense?

5S: Minulý čas.

7T: Yes. So the past tense of buy is..?

8S: Bought.

9T: Vezměte si slovníky k ruce. What is number seven?

10S: Light.

11T: No u vlasů spíš použijeme....

12S: Blond. A jak se to píše?

13T: Stejně jako v češtině. Number eight, complete the question, to znamená, chybí tam jedno slovo. What colour eyes....? What is missing?

14S: Have you.

15T: What colour of eyes have you got? Takže chybí tam have. Next one is...I can jezdit na kole.

16S: Ride.

17T: Yes, ride. S měkkým i. Number fourteen..What do you look...?

18S: Like.

19T: What do you look like.

Appendix 2

Class 2

1T: Well, we are going to check your homework and then do some exercise in your workbook. And we are going to play a guessing game, so I'm going to pretend a person and you are going to guess who I am. Samozřejmě vy si potom taky můžete vymyslet nějakou cizí osobu a zjišťovali bychom její totožnost. But now first let's check your homework. Your task was to write five statements. Takže minule jsme dělali průzkum a vašim úkolem bylo napsat pět vět. Takže teď jenom ty oznamovací věty.

2S: One people have played golf.

3T: Tady ale pozor, **one peolpe**....

4S: Aha, one people has played golf.

5T: **People ale je, nebo jsou**....

6S: Jo lidi, takže one person has played golf.

7T: **No nebo pupil, to samozřejmě nemůžeš napsat people, jako jeden lidé.** Takže people je lidé a person je...

8S: Jeden člověk.

9T: **Tak co jsme zjistili dál?**

10S: Six people have ridden a motorbike.

11T: **Ano.** And the last one, Maruško?

12S: Last?

13T: To poslední.

14S: Jo, nobody.

15T: **Nobody has seen a football match.** To mě sice trochu překvapuje, ale budiž.

Samozřejmě dál budeme předpřítomný čas opakovat, jeho použití. Tak dál bychom opakovali stupňování přídavných jmen, takže bych vás vyzvala, abyste vymysleli nějaké otázky. Petře, are you better at Czech than Lenka?

16S: No.

17T: **No, I am...?**

18S: No, I'm not.

19T: **Radku, are you the tallest in your group?**

20S: No, I am not.

21T: **Víťo, is the television older than you in your opinion?**

22S: Yes, it is.

23T: *Is this room bigger than yours?*

24Ss: (No response)

25T: *Is this room bigger than your room at home?*

26S: Yes.

27T: **Yes, it is...asi bychom odpověděli ve většině případů.** Tak a teď bych chtěla ještě další otázky na vaše spolužáky.

28Ss: (no response)

29T: *No tak!Otázky, kdo je třeba nejvyšší ve třídě, nebo nejmenší nebo ještě na tuhle místnost...*

30S1: Em...Are you as small as Lenka?

31S2: No, I'm not.

32T: *Uhm, so are you taller?*

33S2:I don't know.

34T: **Ok, Petře?**

35S: Is Dan fattest than Lenka?

36T: **No, you can't say fattest....Dan?**

37S: Is Vítek old in the class?

38T: **The oldest, ano? Tedy nejstarší.** Tak to stačí ke stupňování a potom cvičení v pracovních sešitech, strana 15, ale to si udělejte doma. Tak a my jsme minule mluvili o popisu pohádkových postav. *Tak bychom si mohli někoho myslet nebo představovat a ostatní budou hádat, kdo to je,ano?Tak kdo chce začít?*

39S: (no response)

40T: *Tak já si mohu někoho představovat. Tak, můžete se ptát.*

41S: Are you man or woman?

42T: I can only say yes or no.

43S: Are you man?

44T: Are you a man?Yes I am.

45S: Are you old?

46T: Well, how old do you mean?

47S: fifty?

48T: No I'm not.

49S: Are you more?

50T:Are you older? Yes, I'm.

51S: Play you films?

52T: No I'm not an actor.

53S: Singer?

54T: Yes, I am.

55S: Charles Gott?

56T: Yes, I'm Karel Gott.

Appendix 3

Class 3

1T: Last time we spoke about what, Honzo?

2S: English literature.

3T: Yes, we talked about English literature. What part or what sections or what countries are included, Lucko?

4S: Ireland, Britain, Scotland and Wales.

5T: Ehm... (repeats the answer). Can you remember what important names of Irish origin were mentioned? Which authors, Zuzko?

6S: (hesitates for a while)... Walter Scott.

7T: Hm, he wasn't Irish he was....?

8S: Scottish

9T: No, Scottish, ne? Ester?

10S: James Joyce.

11T: (repeats it) Yes. Wales, Lucka?

12S: Johnatan Swift.

13T: Lukáši, Anybody else?

14S: Oscar Wild.

15T: Yes and even...? Another playwright..... Samuel Beckett was Irish as well and not a playwright....

16S: G.B. Shaw.

17T: Yes, as you can see the most important names are of Irish origin so we mustn't forget them. What about English literature? Honzo, some important names.....

18S: Rudyard Kipling, Austen, Defoa, Shakespeare, Christie...

19T: We started talking about old English literature and we mentioned only one work, who can remember? Libore..

20S: Beowulf.

21T: Uhm, well. What do we know about this work? What is it? In fact it is....., Ivono?

22S: First

23T: Yes it is the first big work of old English literature. What is the genre, Lukáši?

24S: Poem.

25T: It's a poem of course. And what's interesting about it? Can you remember, Honza?

26S: It was written in sixth century.

27T: Uhm, between the sixth and eight centuries. Something else, Jana?

28S: It has three thousand verse.

29T: Yes it contains about three thousand verses. Well, talking about verses, what is interesting about them or the style the poem was written? Vít'o..

30S: Blankverse.

31T: Yes and there is something else special....

32S: Alliteration.

33T: Uhm and what does it mean, Pavle?

34S: Words start with the same...

35T: Yes, words in the verse start or contain the same letter, yeah? And you will be surprised I found this poem, this poem was recently translated into Czech and it's amazing that they try to use alliteration and you will see that some of the words either start or contain the same letter, yeah...and if somebody can recite it, it will probably sound really good.

.....

So it was Beowul. What else did we concentrate on, Vít'o?

36S: Geoffrey Chaucer.

37T: Uhm, he was the basic representative of which part, Jano?

38S: (no answer)

39T: Which period?

40S: Medieval?

41T: Medieval, uhm. And there were some information about his life, what do we know about his life, Zuzko?

42S: He had many jobs.

43T: Ok, Jirko, what else?

44S: (no answer)

45T: He was we would say today something like an ambassador. His knowledge of languages was really wide. His best work, Ilono, is...

46S: Canterbury tales.

47T: Martino, why Canterbury?

48S: Because he worked in Canterbury?

49T: What was Canterbury?

50S: I don't know.

51T: Why was Canterbury important?

52S: Because it was the town of the bishop.

53T: Yes, well and why was the city so important at the time?

54S: There was the...I don't remember the name.

55T: Uhm, so there was a person Thomas Beckett and he was killed, of course, it happened in the twelfth century...and consequently, Veroniko, what happened? People started ...

56S: Travel.

57T: What kind of journey was it?

58S: Pilgrimage.

59T: Yes pilgrimage to the graves...shrine, ostatky, nebo já nevím, jo...so this is the background for the book. What is typical of the book, Jirko?

60S: It meant to be about one hundred and twenty stories...

61T: Yes, so he meant to write about one hundred and twenty stories but finally he completed one third of them. Who are the stories told by, Pavle?

62S: The first people

63T: The first people traveling to Canterbury, uhm. What is special about these people? What do you know about their position in society?

64S: All classes.

65T: Uhm, so these people come from all social groups. These people are solving wide topical problems, concerning...Lukáši?

66S: The wife had a lot of husbands.

67T: Yes, she had a lot of husbands, how many? Five or six, ne? And what opinion does she have of marriage or what does she say? No, that the wife has pull of over the husband, then the marriage works, ne? And there is also a fairy tale included about a knight or about somebody, ne? What happened in this fairy tale?

68S: What women most desire?

69T: And somebody was sent to find the answer to this question and he was given a year to solve it, jo? Uhm and there is also a miracle solution, ne? Tak, it was probably the most important summary of Canterbury tales.

(summary, the teacher writes on the board)

-Pilgrimage, characters from all social classes, medieval English society, French spoken by noble people, Latin by people from church, English by normal people, medieval English similar to German-for us simplified, pattern for many stories from ancient times

70T: Well, let's go further on, we said that Shakespeare would be a separate topic so we won't concentrate on him so much, but we should know some important names from this period (pozn. She writes Renaissance on the board)

What was typical of this period in general? The main concentration was on what?

71S: They concentrated on people.

72T: Or?

73S: Wisdom.

74T: Or on earthly life. So the basic features were man, wisdom, earthly life-what does it mean?

75S: Pozemský život.

76T: Ano. What else?

77S: (silence)

78T: What's typical of Renaissance?

79S: Pleasures.

80T: Of course, yes.

81S: Revival of ancient art.

82T: Yes. And we should mention some important names. Which names did we mention last time?

.....(the teacher mentions important names)

83T: Ok, and the second part of the nineteenth century there is another stream....

84S: Realism.

85T: Realism, of course. The typical genre is a novel. And realism has usually some other adjectives. In England or in Britain....jaký je tam realismus?

86S: Critical.

87T: Critical. For Britain critical realism was typical, why critical?

88S: It provides critical view of society?

89T: Of course, it provides view of society and why was it so typical for England?

90S: (silence)

91T: What do we know about England of nineteenth century?

92S: Angry young men?

93T: Pardon?

94S: Angry young men!

95T: No no. But?

96S: Industrial revolution.

97T: Yes, takže England underwent the period of industrial revolution, bringing new discoveries but also, on the other hand.....

98S: (silence)

99T: What was the result of the revolution? People.....hm?

100S: Work

101S1: Children work

102T: Uhm, takže people worked in manufactures. What else?

103S: Society.....changed the way of thinking.

104T: Fine, nebo devision of society. And people moving to ...?

105S: Towns.

106T: Towns, of course,ne? But people lived in terrible...

107S: Conditions.

108T: Conditions, of course. And also dětská práce...

109S: Children work.

110T: No anebo children labour, jo? Children had to work in terrible conditions and there is a special name for it.

111S: Slums.

112T: Slums uhm. Rooms with no light, no electricity or water supply, many families living together.

.....

Appendix 4

Class 4

1T: So, at first we will sing a song Bingo. Do you understand?

Ss: Jo, Yes.

(they sing aloud)

2T: And now we will play a game. I spy with my little eye...něco hledám,ano? I spy something, něco, beginning with “p”. Hledám něco, co začíná na “p”. (points at the S)

3S: Pear

4T: Uhm, pear.

5S: Pencil.

6T: Yes, pencil. I spy something beginning with “b”.

7S: Bingo.

8T: Yes, Bingo. And now I spy something beginning with “c”.

9Ss: (quiet)

10T: What is “c” in Czech?

11S: “C”

12T: Yes.

13Ss: Cap, classroom, cat...

14T: Yes, maybe. I spy something beginning with “m”.

15Ss: Mouse, mum, morning...

16T: Yes and what is it good morning?

17S: Dobré ráno.

18T: Uhm, good afternoon?

19S: Dobré odpoledne.

20T: Uhm. Tak a teď, jak byste mi odpověděli?Zkuste mi odpovědět na pozdrav.

Samozřejmě já vám tykám a vy mi vykáte. Tak, Honzo, hello boy!

21S: Good evening.

22T: Dobře a jak bys řekla, dobrý večer paní učitelko?

23S: *(no response)*

24T: Mrs teacher a všichni si to řeknou. Řekněte dobrý večer, paní učitelko!

25Ss: Good evening Mrs teacher!