

Západočeská univerzita v Plzni

**Fakulta pedagogická
Katedra anglického jazyka**

**Diplomová práce
BUDOVÁNÍ ODPOVĚDNOSTI ŽÁKŮ ZA SVÉ
VLASTNÍ UČENÍ V HODINÁCH ANGLICKÉHO
JAZYKA: POTŘEBY BUDOUCÍCH UČITELŮ
V KOMUNIKACI SE ŽÁKY V PROBLEMATICKÝCH
SITUACÍCH**

Jiřina Karasová

Plzeň 2020

University of West Bohemia

**Faculty of Education
Department of English**

Thesis

**BUILDING STUDENT RESPONSIBILITY FOR THEIR
OWN LEARNING IN ENGLISH LANGUAGE
CLASSES: PRE-SERVICE TEACHERS' NEEDS IN
TEACHER-STUDENT COMMUNICATION IN
DIFFICULT SITUATIONS.**

Jiřina Karasov

Plzeň 2020

Tato stránka bude ve svázané práci Váš původní formulář *Zadání dipl. práce*
(k vyzvednutí u sekretářky KAN)

Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 26. 6. 2020

.....

Jiřina Karasová

ACKNOWLEDGMENTS

I wish to express my deepest gratitude to my supervisor Mgr. Gabriela Klečková, Ph.D. for her invaluable advice, kind and helpful attitude and guidance provided throughout this thesis. I am grateful for what she has offered to me: she acknowledged my strengths, helped me build on them and offered me the opportunity to grow both academically and personally. Her values and attitudes have inspired me and changed my life path.

I would also like to thank to Mgr. Michal Dubec for his practical suggestions, helpful advice and insights into the topic of communication.

I wish to thank to PhDr. Zdenko Matula for his insights and advice.

I am thankful to my classmates who participated in the research; without them the research would not have been possible.

ABSTRACT

Karasová, Jiřina. University of West Bohemia. June, 2020. Building Student Responsibility for their Own Learning in English Language Classes: Pre-Service Teachers' Needs in Teacher-Student Communication in Difficult Situations.

Supervisor: Mgr. Gabriela Klečková, Ph.D.

Effective communication is one of the conditions for effective teaching and learning. If possessed by teachers, it reduces class time spent on managing student misbehavior and provides teachers with more time to teach. There are several theories dealing with effective teacher-student communication; this project represents the concept of communication in accordance with the principles of humanism. Implementing effective humanistic communication skills in classroom management leads to deep learning and students' social and emotional development, which is a crucial skill for the 21st century. Nevertheless, the research study shows that preservice teachers are not equipped to deal with student misbehavior; they feel unprepared and express their need to learn communication skills to manage student behavior. The participants of the study were not able to respond to situations without communication roadblocks. When selecting from a list of responses students chose both effective communication responses and communication roadblocks as appropriate. These findings point to a problem in preservice teacher education for research studies show that lack of communication skills for behavior management is one of the reasons for teachers' burnout syndrome and drop-out.

TABLE OF CONTENTS

I. INTRODUCTION	1
II. THEORETICAL BACKGROUND	2
Conditions for Effective Learning.....	2
Student Knowledge	2
Student Motivation.....	3
Student Emotional Well-being	5
Interaction within the Classroom.....	6
Communication	8
Effective Communication Skills.....	11
Active Listening	12
I-Messages.....	14
Referring to Rules	15
Negotiating	17
Questioning	17
Barriers to Communication	18
Communication Roadblocks	19
The Language of Disrespect.....	20
Use of L1 in Classroom Management	21
III. METHODS.....	23
Research Participants	23
Research Tools	24
Research Procedure	26
IV. RESULTS AND COMMENTARIES.....	28
Research Question 1: How do Study Participants Respond to Disruptive Student Behavior?	28
Research Question 2: Which Statements do Study Participants Select from a Provided List to Address Student Behavior?	31
Research Question 3: What are the Study Participants' Needs in Teacher-Student Communication?	34
Perception of Feelings	35
Summary of Key Findings	36
V. IMPLICATIONS.....	39

Pedagogical Implications	39
Limitations of the Research.....	40
Suggestions for Further Research.....	41
VI. CONCLUSION.....	42
REFERENCES	44
APPENDICES	50
APPENDIX A	50
APPENDIX B.....	53
APPENDIX C.....	54
APPENDIX D	56
APPENDIX E.....	57
APPENDIX F	58
APPENDIX G	61
APPENDIX H	62
APPENDIX I.....	65
APPENDIX J.....	66
SUMMARY IN CZECH.....	67

LIST OF TABLES

<i>Table 1.</i> Description of the main data gathered throughout the interview.....	38
-------------------------------------------------------------------------------------	----

I. INTRODUCTION

This thesis deals with preservice teachers' communication skills to manage students' misbehavior in English language classes. Effective communication is a crucial part of the teaching-learning process for it is one of the main conditions for effective learning; it is a way of communicating with respect, trust and place for student responsibility. Effective communication skills build strong and positive teacher-student relationship, support healthy student self-concept, develop student responsibility and provide safe learning environment, in which learning can happen. Communicating through the language of disrespect, on the other hand, provokes resistance and invokes defensiveness in students. Any message communicated to students reveals what teachers think of them and defines what the students will think of themselves. Consequently, disrespectful communication damages student self-concept, self-esteem and destroys the teacher-student relationship. All the aspects of communication mentioned above are introduced and discussed in the Theoretical Background chapter, which provides theoretical background for the practical part of the thesis.

Numerous research studies show that teachers lack communications skills to deal with students' disruptive behavior, which consequently leads to their burnout syndrome and drop-out. Yet, preservice teachers seldom have opportunities to gain these skills during their studies. Therefore, it was interesting to design a research project to explore the topic in the context of Pedagogical Faculty in Pilsen. The aim of the research was to recognize the needs of preservice teachers in communication skills to manage learners' behavior, identify to which extent the participants are able to respond to school based situations using effective communication skills and discover how they perceive communication roadblocks compared to effective communication responses. The methodology of the research is presented in the second chapter, Methods; the aims of the research are specified and the research tools, participants, procedure and research questions are introduced.

The research results are presented according to the research questions and supported by a table summarizing the main gathered data; the results are commented on in the chapter Results and Commentaries. The following chapter focuses on pedagogical implications, research limitations and further research suggestions. Finally, the main findings and ideas of the thesis are summarized in the last chapter called Conclusion.

II. THEORETICAL BACKGROUND

This chapter provides an overview of the theoretical background regarding the topic communication skills to manage learners' behavior. It defines various conditions for effective learning. One of the conditions defined, effective communication between students and teacher, is discussed in more detail. Specifically, the impact of certain types of communication styles on students' behavior is discussed. Further, the use of students' first and second language within the communication in class is examined.

Conditions for Effective Learning

There are various conditions for effective learning discussed in pedagogical and psychological literature; yet, there is no clearly defined set of principles which would be common for all the publications. Some authors describe the emotional aspect of learning; some define the physical conditions needed in the classroom. Listing all the conditions is beyond the scope of this thesis. However, further I define the conditions connected with the emotional aspect of learning. I outline insights how students think and learn, motivation that students need, the relevance of student emotional well-being, and the importance of interaction in the classroom.

Student Knowledge

Some of the notions to be learned that are brought to the classroom might be highly incomprehensible for students. For learning to happen, it is crucial that students internalize the provided knowledge. As Bransford (2000) claims, it is necessary for students to understand the current state of their knowledge; the knowledge might be then built on and improved, or transformed and revised. What teachers need to do is elicit students' prior knowledge and use it "to help students construct a more complete and accurate understanding" (Kober, 2014, p. 57). Students' prior knowledge is then used as a bridge to help them fill in their gaps in understanding (Kober, 2014). The term 'student-centered' best describes such environment; attention is paid to the skills, attitudes, beliefs and knowledge which students bring to the educational setting. Bransford (2000) identifies a key strategy in addressing students' prior knowledge; teachers may develop students' knowledge structures by asking them to make predictions, explain their reasons for such

predictions, and by helping them to identify their misconceptions. Jean Piaget calls this crucial stage in learning a cognitive conflict (as cited in Bransford, 2000).

When learning, students need to encounter knowledge in various contexts and situations. The role of teachers is to give opportunity for new contexts and circumstances in which students may transfer their knowledge (APA, 2015). As suggested by APA (2015), “for learning to be more effective or powerful, it needs to generalize to new contexts and situations” (p. 10). Related information is learned more quickly and has a high practical value as it can be applied in various contexts inside or outside the classroom. Kober (2014) claims that students’ ability to transfer knowledge into new context is crucial and should be an aim of education. What APA (2015) also points to is the necessity of repeated exposure and deliberate practice. The emphasis is put on student creativity and real-world application of knowledge. Students can thus develop creative thinking, which is, especially in the 21st century, “an important outcome of the learning process for students and educators” (APA, 2015, p.18), especially when students “are preparing for jobs that do not yet exist, to use technologies that have not yet been invented, and to solve problems that are not yet even recognized as problems” (Groff, 2010, p. 8). With meaningful real-world practice and repeated exposure it is more likely that learning will be long term, students will be able to apply knowledge, and practiced skills might become automatized. After repeated experience in different context the newly learned knowledge moves from short-term memory to long-term memory. Teachers should offer students opportunities to practice and succeed, which brings enjoyment and motivation for more learning (APA, 2015).

Student Motivation

It is crucial for teachers to understand how to enhance student motivation, as it is one of the greatest influences on student achievement in learning. Jarvis (2005) defines motivation as “the sum of the influences that affect why we choose to behave in particular ways” (p. 118). A common issue in teaching is that students do not share the motivation of teachers to learn what they want them to learn. Based on the opinion of Dumont, Istance and Benavides (2010), teachers “need to be aware of how to adapt the curriculum and their teaching so that students find the classroom activities more interesting, purposeful and enjoyable and feel more competent to do them” (p. 92). Jarvis (2005) distinguishes between intrinsic (motives that come from the individual) and extrinsic (external rewards)

motivation, the intrinsic being a more powerful influence on student achievement. Therefore, the improvement of motivation to learn is “based not simply on providing rewards for achievement but on meeting the needs of learners and fostering a set of cognitions that predispose them to be motivated to learn” (p. 119). Generally, learning should aim to foster intrinsic motivation and students’ personal interests.

Jarvis (2005) points to the fact that there is a high number of approaches to motivation, and models describing motivation based on human needs. One of the most recent models, Status, Certainty, Autonomy, Relatedness, Fairness model (SCARF) is researched and defined by David Rock. Rock (2008) claims that there is a simple pattern in motivation. Stimuli might be classified by the human brain either as rewards or threats; rewards are approached and threats are avoided. He also defines five major domains of human social experience across which stimuli are approached or avoided: status (individual social standing), certainty (the ability to make accurate predictions about the future), autonomy (the power to take control over one’s environment), relatedness (feeling of connectedness to other people), and fairness (fair exchanges in interaction) (p. 1). Evian Gordon claims that one’s motivation is driven by “minimize danger and maximize reward principle, [which] is an overarching, organizing principle of the brain” (as cited in Rock, 2008, p. 2). In other words, students are likely to avoid situations which are for instance uncertain, unfair, or with no place for their independence; however, they are likely to be drawn to situations that are safe, fair and in which they have certain autonomy. Students’ emotions are crucial for their motivation. Their satisfaction, success and positive emotions have positive effect on their performance (Dumont, Istance, Benavides, 2010).

Apart from addressing the needs of students, APA (2015) emphasizes the importance of setting goals. First and foremost, students need to have a clear sense of purpose of what is being learned. Real-life tasks fulfill this aim as the students “can see the usefulness of what they are learning” (Brandsford, 2000, p. 61). The goals that are established with students might be either short term or long term. Both serve their purpose, however, establishing short term goals which are “moderately challenging enhance motivation more than establishing goals that are long term ... general, and overly challenging” (APA, 2015. p. 20). Bransford (2000) states that the proper level of difficulty of a task is crucial for students to be and remain motivated.

Student Emotional Well-being

Both factors (knowledge and motivation) stated above together with the emotional state are intertwined and cannot be separated: “Learning results from the dynamic interplay of emotion, motivation and cognition” (Groff, 2010). Dumont, Istance, and Benavides (2010) claim that motivation and emotion “ensure that students acquire new knowledge and skills in a meaningful way” (p. 92). For students to learn effectively, they need to have positive beliefs about themselves as well as about what is being learned. Students’ achievements are influenced by teachers’ expectations. Therefore, positive, yet realistic expectations lead to learning. The fulfillment of the need for competence, relatedness and autonomy encourages active and constructive engagement. When teachers provide safe environment; the basic need of safety is satisfied, and students can focus on cognitively demanding processes (Jarvis, 2010). Positive emotions towards learning activities help students engage in learning “because they direct attention towards relevant cues in the task and the learning environment to create an optimal internal environment for learning, self-regulation and achievement” (Dumont, Istance, Benavides, 2010, p. 100).

David Rock points to the fact that emotions might limit cognitive performance. In a threatening situation there is “less oxygen and glucose available for the brain functions involved in working memory, which impacts linear, conscious processing” (Rock, 2008, p. 3). In case of safe situation, on the other hand, one is experiencing positive emotions. In this state there are “increased dopamine levels, [which is] important for interest and learning” (Rock, 2008, p.3). In other words, while “positive emotions encourage ... negative emotions can disrupt the learning process in the brain” (Groff, 2010). Ideally, students should be taught strategies how to regulate their emotions, since they influence learning and social interaction in the classroom. Emotional well-being of students consists of their self-concept, self-efficacy, feelings, and capacity for responding to everyday stress in a healthy way. Students’ emotional state is variable as the interaction in the classroom varies; students form their self-concept based on interaction in classroom (APA, 2015). Thus, emotion regulation strategies are beneficial way of using “one’s emotions as a source of energy and to modify them when they interfere with the pursuit of goals” (Dumont, Istance, Benavides, 2010, p. 104).

Interaction within the Classroom

Interaction within the classroom embodies several types of interaction. It might be either between students themselves or between teachers and students. Generally, students learn through social interaction. Therefore, organization of learning should be highly social. Co-operative group work is recognized as highly valuable as it demonstrates “clear benefits for achievement as well as for behavioral and affective outcomes” (Groff, 2010, p. 6). When students work together on meaningful learning activities it helps them to “establish a community of learners that provides cognitive and social support for the efforts of its individual members” (Kober, 2014, p. 62). Students are forced to “negotiate conflicts in beliefs or evidence; and they must share and synthesize their knowledge to achieve understanding” (Bransford, 2000). All members support each other and take responsibility for the achievement of learning goals. The feeling of students that they are contributing something to others has a positive effect on their motivation. Moreover, co-operative method provides opportunities for students of all abilities to feel safe about sharing their ideas (Kober, 2014).

Students will learn and accept responsibility for learning only if there is foundation of trust. Therefore, it is crucial for teachers “to be aware that motivational messages are embedded in their own discourse, their selection of learning tasks, and in their teaching practices” (Dumont, Istance, Benavides, 2010, p. 107). The emotional state of students is variable as the interaction in the classroom varies; they form their self-concept based on interaction in classroom. Students identify unintended messages from the teacher and appraise the conditions for learning as either favorable or unfavorable. The role of teachers is to provide a safe and secure environment for students, in which they may share meanings, expectations, values, and beliefs. Students need to learn how to communicate feelings and thoughts through their behavior to develop successful relationship with peers. One of the crucial conditions for facilitating a classroom culture is clearly stated values and norms, which might be effectively done by setting rules with students (Dumont, Istance, Benavides, 2010).

Learning is also affected by students’ perception of the relationship between themselves and the teacher. The relationship between teachers and students is created and supported by respectful communication. Through proper language in communication with students, teachers “show their commitment to the principles of respect, fairness, challenge,

support and security” (DfES 2004, p. 18). Thus, communication in the classroom is one of the conditions for effective learning; however, at the same time it is an element through which all the conditions stated above might be realized.

All the conditions outlined above have to be present for learning to be effective. First, teachers need to consider the insights how students think and learn and adapt the learning process in a way which would be accessible for students. It is crucial to activate schemata of students (their prior-knowledge); new knowledge should be provided and practiced through meaningful real-world tasks, and the emphasis should be put on repeated exposure, deliberate practice, student creativity and success. Second, the ability of teacher to enhance student motivation is crucial in the learning process. Teachers need to address the needs of students; satisfaction, positive emotions and success have positive effect on their performance. It is also important to set goals with students, which enable them to have a clear purpose of what is being learned. Setting goals which are moderately challenging helps students to be and remain motivated. Third, student cognition, motivation and emotion are three intertwined aspects which cannot be separated. Students need to have positive beliefs about themselves as well as about what is being learned; they need to have their basic needs satisfied. Therefore, teachers have to provide safe environment in which all students can participate and share their ideas. On the one hand, positive emotions can be a great source of energy; however, on the other hand, negative emotions can hinder student motivation, cognition and thus disrupt the learning process. Therefore, it might be beneficial to teach students strategies how to regulate their emotions when needed. Last, students are social learners; therefore, organization of learning has to be highly social. An example might be co-operative learning in which students contribute to others, support each other, share ideas, feel safe, and take responsibility for the achievement of learning goals. It is necessary to create a foundation of trust, since students form their self-concept based on interaction in classroom. All messages from teachers are identified and processed in students’ brains. That is a reason why effective communication is highly important in interaction with students. Through the language, teachers express their respect, fairness, support and relationship to students. Hereinafter I deal with communication as a way of providing effective learning and developing student responsibility.

Communication

As stated above, in order to make students' learning effective, teachers need to motivate students, promote their positive emotions about themselves and their abilities, keep the learning process enjoyable, create positive environment in the classroom and establish positive relationships with students (Waldeck, 2016). Very often these are maintained through communication. In fact, Bill Rogers (2011) claims that all teacher interaction is a form of communication and good communication encourages learning and growth of students. By using effective communication, which is a way of communicating with respect, trust and place for student responsibility, students are enabled to grow in terms of higher self-confidence, self-responsibility, openness to experience, self-respect and respect towards others.

As Bill Rogers suggests (2011), students "are more likely to build a stronger, healthier self-concept and value themselves more positively when ... they feel cared for and respected as people, and as individuals" (p.222). Moreover, students are more likely to be respectful when they are being respected; they are more likely to care about other people when they themselves are cared about (Kohn, 2006). Richmond, Wrench and Gorham (2009) state that "there is no other communication environment that has greater potential for shaping, molding, sculpting and building ... [student's] view of themselves" (p.71) Effective teacher-student communication can help students "develop and maintain healthy, realistic self-concepts" (Richmond, Wrench & Gorham, 2009, p. 72), which brings positive feelings about the educational system, less need for teacher direction, higher performance, and better communication relationships with their peers (Richmond, Wrench & Gorham, 2009).

Furthermore, Frymier and Houser (2000) suggest that both teachers and students have various goals they want to achieve; to achieve those goals, they need to negotiate and resolve conflicts. It is effective communication that enables students and teachers to achieve satisfying outcomes. So, effective communication between teachers and students is a major factor in the learning process; mutual relationship is established, cognitive learning is fostered, healthy student's self-concept is supported and individual goals might be achieved. Aggarwal (2019) concludes, that "effective communication is ... the basis for teachers to deal with the diverse and emotionally charged situations they face regularly"

(para. 3), and at the same time it is the most powerful tool to influence people and build relationships (Aggarwal, 2019).

In school, student misbehavior can challenge teachers; it can irritate teachers and hinder effective teaching and learning. Such situations can be resolved through communication for effective communication skills and methods provide teachers with “more time to teach ... [and] open up more time in which real learning occurs” (Gordon, 2003, p.5). In other words, through effective teacher-student communication, the time when teachers teach and students are motivated to learn is increased. Teacher communication should provide respect, trust and space for students’ independence, aiming to lead students to think about their behavior; through such communication, the growth of student responsibility is fostered (Dubec, 2013). Many teachers feel it is their responsibility to control their students. It is not that teachers want irresponsible and dependent students; teachers only need to learn communication methods by which they can, in relationship with students, foster their self-responsibility. Gordon (2003) states that “there is a strong drive toward independence and self-responsibility within each of us” (p.108). Nevertheless, student responsibility is not a quality which develops accidentally; it has to be deliberately promoted through relationship and effective communication skills used in interaction with students. He claims that “when students are allowed to keep the responsibility for solving their problems, the outcome is an increment of growth toward self-responsibility and self-confidence” (p. 8). The methods and skills needed to foster student responsibility are already known. However, teachers need to learn them as an alternative to power and authority; if students are “directed and controlled by punishment and threats of punishment or by rewards and promises of rewards, they will be locked into babyhood with little chance to learn to take responsibility for their own behavior – they simply won’t grow up” (p.10).

In classroom management, there are two approaches that teachers primarily use to interact with students and influence their behavior: leading and managing. Neither one is good or bad; both are essential elements of a successful teaching-learning process and based on a specific situational context in the classroom teachers decide which of these approaches to use (Matula, 2013). Leading can only be effective if there is a strong relationship between teachers and students, environment of trust and effective communication present. Dubec (2007) argues that effective communication is crucial not

only in leading but also in managing. He emphasizes the importance of conscious switching from one to another. While managing is an appropriate tool for instance in dangerous situations when teachers need prompt reactions from students, leading is more appropriate in situations in which we want students to take responsibility for their behavior. Nevertheless, both approaches to be efficient, teachers need to use effective communication skills.

In management, there is no space for student responsibility. Managing is a form of pressure on students which results in a behavior change; it is time economic, since teachers get immediate reaction. Matula (2015) points to the fact that the behavioral changes that occur are short-term and last only during the time when the person who is managing is present. Students change their behavior out of fear of teachers, not out of their own will; therefore, the behavioral issues will re-occur since students do not take responsibility for their behavior. Leadership, on the other hand, creates space for student responsibility and fosters their self-regulation. Leading is more time consuming than managing; however, the behavioral changes are relatively permanent. In leading, students offer solutions themselves; thus, their motivation to comply agreement concluded with the teacher is increased. Moreover, leading respects the needs of students; it does not endanger their status and creates space for the need of autonomy.

Although both approaches are appropriate in certain contexts, there is a higher number of situations in which leading is more appropriate. So, when a situation requires leading, teachers should be leading. In cases when leading fails to work, managing is used. When management and leadership are used in corresponding situational contexts, the brain of students will classify the situation as safe, which increases positive emotions and results in reaction of approaching. However, inadequately used management or leadership is perceived as threat, students are experiencing negative emotions, which results avoidance response (Dubec, 2007; Matula, 2015).

Effective Communication Skills

There are several theories of classroom management and effective communication between teachers and students to manage student behavior¹. Listing all effective communication skills specific to each of the theories is beyond the scope of this thesis. Here I outline some of the effective communication skills consistent with the philosophy of humanism, emphasizing human strengths and potentials rather than their weaknesses and problems. Specifically, Thomas Gordon developed the Gordon Model of effective relationships. The model focuses on communication skills and conflict resolution methods, which are needed to build a high quality teacher-student relationship. Gordon believes that establishing and maintaining good teacher-student relationship is essential for effective teaching and learning. His main focus is on providing mutual respect of teachers' and students' needs, building strong connections between teachers and students and fostering student responsibility for their own behavior (Gordon Training International, 2016). Similarly as Gordon, Rosenberg (2019) states that all behavior is needs-driven and people act to get their needs met. Rosenberg argues that communication consists not only of honestly expressing but also empathically receiving information; he believes that it is human "nature to enjoy giving and receiving in a compassionate manner" (para 1). To meet the desire to give and receive, Rosenberg developed the Nonviolent Communication Model (NVC), emphasizing the importance of "clarifying what is being observed, felt, and needed rather than ... diagnosing and judging" (as cited in Carrington, Griffin & Teich, 2011, p. 305). As Rosenberg (2019) states, "NVC fosters respect, attentiveness, and empathy" (para 9) and is crucial in building deep, strong and effective relationships.

Principles of the models mentioned are deeply connected with Roger's emphasis on unconditional positive regard, authenticity and empathetic listening. There is a great number of authors building on Rogers', Gordon's and Rosenberg's theories, or on the philosophy of humanism in general; they are emphasizing the importance of human needs, teacher-student relationship, respectful, nonviolent and symmetrical communication, embracing negotiation and fostering mutual understanding (Dubec, 2013; Wai-shing, 2008; Tauber, 1999; Kohn, 2005; Levin & Schrum, 2017). Wai-shing (2008) builds on Gordon's

¹For some of the theories, see Lyons, G. Ford, M., & Arthur-Kelly, M. (2013) *Classroom Management: Creating Positive Learning Environments* (3rd ed.). South Melbourne, Vic., Australia: Cengage Learning.

ideas and states that through effective communication skills, teachers convey respect, concern and care for students; they address the needs of students, establish and maintain good relationships, motivate, guide and encourage students to learn. Dubec (2013) sees a parallel between student needs being met and the quality of their behavior. Therefore, effective communication needs to be symmetrical and respectful, which does not endanger students' self-concept, yet respects the needs of both teachers and students. Larrivee (2005) believes that "the goal of any relationship is the mutual meeting of needs and desires" (p. 118). She emphasizes the great importance of teachers acknowledging and respecting students' feelings and helping students to deal with them and move on. In the view of Larrivee (2005), communication can be inviting or inhibiting. The former opens a channel for two-way communication, using the language of respect, acceptance and considering others' feelings; the latter keeps the communication one-way and blocks all opportunities for dialogue, using the language of disrespect, unacceptance, invoking defensiveness and provoking resistance.

Active Listening

As stated by Carl Rogers (1957), unconditional positive regard is one of the key components of positive change and personality development. When teachers are unconditionally accepting their students, they are not selecting them as good or bad. They accept their "bad", painful, fearful, defensive, abnormal feelings" (p.5) as much as their "good", positive, mature, confident, social feelings" (p.5). In other words, there are no ifs and buts, students are accepted as they are (C. Rogers, 1957). Being accepted, students can develop, grow, and solve problems; they can be creative, productive and change their behavior. In the view of Gordon (2003), student behavior can change if teachers recognize their feelings, needs and accept them without criticism. However, he points to the paradox that person who feels that he is truly accepted is "freed to move from there and to begin to think about how he wants to change, how he wants to grow, how he can become different, how he might become more of what he is capable of being" (p.55). Through unconditional acceptance, students learn to accept themselves and acquire a sense of their self-worth; they move from dependence toward self-direction and independence and they learn how to deal with problems and disappointments in their lives (Gordon, 2003). As Kohn (2005) points out, acceptance gives students space and support to reflect on their behavior and engage in solution processes; thus, they can become responsible for their behavior.

However, acceptance is not passive; it has to be actively communicated in order to be an effective tool. To accept students does not mean to approve their behavior. Yet, teachers need to be there for students and listen to their needs; only when this condition is fulfilled, they may interact to solve a problem (Gordon, 2003).

Acceptance is communicated by listening. Gordon (2003) identifies four specific types of listening: Passive Listening (silence), Responsive Listening (providing responses such as ‘oh’, ‘I see’), Door Openers (open-ended questions and statements providing engagement for students to talk more) and Active Listening (providing feedback). Active Listening is the most effective listening skill since it involves teacher-student interaction and provides students with feedback of teachers’ acceptance and understanding (Gordon, 2003). In Active Listening, teachers are nonjudgmental; the emphasis is put on listening rather than on an immediate solution of the issue. It is a combination of listening and responding which gives students certainty that teachers are interested in their opinions, concerns and thoughts. Active Listening expresses teachers’ respect for students through verbal, but also nonverbal communication. Judy Willis (2018) argues that “good communication skills go beyond speaking and listening. They include being tuned in to the speaker’s nonverbal behavior and emotions, and the deeper meanings of what they say” (para 3). Therefore, teachers need to maintain eye contact, consider their tone, posture and facial expressions (Willis, 2018).

It is crucial to point out that students communicate since there is something going on inside them (Kohn, 2005; Gordon, 2003; Rosenberg, 2019). However, most of their messages are coded and consequently not easily understood by teachers. As Gordon (2003) asserts, the content of a student message “may be related to [their] feeling, but the feeling itself is not clearly expressed” (p.64). Therefore, teachers verbalize the feelings that they assume the students are having by summarizing what they have heard, using their own words. This communicates teachers’ desire to understand students, builds trust, and provides opportunities for students to clarify and extend their talk. Moreover, teachers get confirmation whether they correctly understand students’ message (Willis, 2018). Teachers also need to offer enough wait time for students. This is the time when teachers silently listen, while nonverbally communicating their interest (Willis, 2018). The aim is to give students enough time to communicate their issues. Teacher response, which comes too prompt, may be interpreted as a lack of interest and can interrupt student thoughts. It is

likely that during pauses, students may add additional pieces of information, which are highly important for them. Wai-shing (2008) argues that when teachers actively listen, students “are confident that what they say is not only heard but also fully understood, which makes them feel secure enough to reveal their deep emotions and feelings to the teacher” (p.101).

Active Listening is primarily used to help students solve their own problem, which is not troubling teachers. In cases when student misbehavior is interfering with teachers’ needs, teachers need to choose a different approach to solve the situation.

I-Messages

An effective way of solving unacceptable behavior issues are I-Messages. Using I-Messages, teachers describe their feelings about student behavior rather than criticize students themselves (Jones, Jenkin & Lord, 2006). Larrivee (2005) contrasts I-Messages with You-Messages. You-language shifts blame to students, denies student responsibility, ignores the teachers’ feelings and does not show empathy or understanding for students: “You are lazy. You always forget your assignments. You should learn to study hard.” I-Messages, on the other hand, do not endanger student’s self-concept; yet, they are communicating that specific student behavior interfere with teachers’ needs. Gordon (2003) emphasizes that by using I-Messages, student responsibility for their behavior is fostered, the probability of student willingness to change is increased and teacher-student relationship is not injured. Moreover, teachers function as role models, expressing their vulnerability to expose their inner feelings both to themselves and students. As Gordon (2003) states, students thus see teachers as being “capable of feeling disappointment, hurt, anger, fear ... someone very like the students” (p. 141).

I-Messages consist of three parts. Gordon (2003) claims that good I-Messages begin with ‘when’. Thus, students understand that the problem is not always; it is only at the particular time when a specific student behavior occurs. It is not a general student character, only a particular situation or behavior, which is commented on. Students are given the opportunity to help teachers solve the problem by changing their behavior. In the first part, teachers provide a nonjudgmental description of the student behavior. In the second part, teachers describe the specific tangible effect of the student behavior (Levin & Schrum, 2017). Gordon (2003) believes that only student behavior which has a particular effect on teacher needs can be changed; students need to be “convinced that their behavior

in some way has a tangible and concrete undesirable effect on another” (p.145). Otherwise, students have no motivation to change their behavior. The third part describes teachers’ feelings caused by the specific student behavior. In other words, the student behavior created an effect, which causes certain feelings (Levin & Schrum, 2017). An example of the I-Message is a statement such as: “When you are speaking when I am speaking, other students cannot hear me and I feel frustrated.” This sentence includes all the three parts: a description of the behavior (when you are speaking when I am speaking), a tangible effect (other students cannot hear me) and a feeling (I feel frustrated). Gordon (2003) states that the three parts should be provided in the order described above. However, he argues that “this logical sequence is important but not sacrosanct” (p. 145). Therefore, I-Messages in any order raise the probability of change of the specific student behavior and are certainly preferred to You-Messages (Dubec, 2017; Gordon, 2003; Tauber, 1999; Larrivee, 2005).

I-Messages can be also found in Rosenberg’s NVC model. However, Rosenberg (2019) suggests a slightly different structure of the components and adds a component of request. Through NVC, teachers express what they observe, how they feel in relation to what they observe, what they need that causes their feelings and what specific action they request. The following sentence illustrates the form of the I-Message suggested by Rosenberg. It starts with an observation, goes to a description of feeling and need and ends with a request: “When you are speaking when I am speaking, I feel irritated, because I need your attention to give you instructions. Could you listen to me while I am talking?” It is crucial to mention that this process involves both expressing as well as emphatically receiving these four pieces of information. Teachers express what they are observing, feeling, needing and requesting; consequently, students express what they are observing, feeling, needing and requesting. Thus, a flow of communication is established, which leads to natural compassion and behavior change (Rosenberg, 2015).

Referring to Rules

Although different authors describe I-Messages in slightly different ways, they all emphasize the use of non-judgmental, objective language (Dubec, 2013; Gordon, 2003; Rosenberg, 2019; Wai-shing 2008; Levin & Schrum, 2017; B. Rogers, 2011; Rosenberg, 2012). Dubec (2013) claims that objective language is the basic prerequisite for teacher reaction which does not endanger student’s self-concept and aims for a behavior change. It does not contain any subjective interpretations of the situation; rather, without any

judgement, it simply describes what is seen or heard in relation to the student behavior, which interferes with teacher needs (Rosenberg, 2012). It is crucial to point out that in teacher-student interaction, there are two subjective descriptions of a certain situation; one owned by students, the other by teachers. Nevertheless, there is only an objective description of a situation, which is shared by both teachers and students. Thus, in a problem solution, the first important step is that both teachers and students see the same reality and the language used is neutrally describing student behavior (Dubec, 2013). An example of such statement is: “You are speaking when I am speaking.” However, the statement itself is not aiming at any behavior change. Dubec (2013) argues that for the statement to aim at a behavior change, it needs to consist of two parts; the first part objectively describing the situation and the second referring either to rules set with students, or to teachers’ feelings (I-Message). An example of a statement referring to rules is: “You are speaking when I am speaking; the rule is that when one is speaking, the others are listening.” Tauber (1999) illustrates a similar process of feedback referring to rules; however, there is a teacher request added. Tauber (1999) terms it as Assertive Response: “The rule in this class is that while one person is talking the rest of the class will remain quiet and listen. I want you to stop talking, turn around and face front, and pay attention to the lecture” (p.71).

As suggested by Gordon (2003), it is very difficult for students to “function in a setting in which they don’t know the limits, in which the difference between acceptable and unacceptable behaviors is not understood” (p. 264). Without rules, there is a great ambiguity for students in terms of how to behave. Gordon (2003) believes that “predetermined rules will prevent many unacceptable behaviors and conflicts” (p.270). He points out that it is not that students want limits set on their behavior; rather, they need information about teachers’ feelings about their behavior. Thus, students can modify their behavior that is unacceptable to teachers.

However, students are often required to follow rules set by teachers and punished in case of misbehavior. First, Gordon (2003) argues that rule-setting should be done by teachers together with students; together they negotiate to create rules that all are satisfied with, ensuring a safe environment, in which teaching and learning can happen. As Tauber (1999) suggests, “there is no doubt that students who have part ownership in a rule have more incentive to follow it” (p. 136). Thus, rules become relevant for students; they are

likely to follow them since they perceive them as their rules, not only teachers'. Second, punishments or penalties for violating the rules "communicates distrust, doubt, and pessimism" (p. 277). Only when students are trusted, they can become trustworthy. When students are not trusted, they are more likely to fulfill the self-fulfilling prophecy. Gordon (2003) suggests that "students, like adults, prefer to be their own authority over their behavior" (p.215).

So, it is crucial to maintain rules without using power. In case of problems, teachers provide a description of the student behavior interfering with the rules, using non-evaluative feedback, shifting the responsibility for a solution to students. Teacher power and authority is replaced with students' responsibility for their own actions.

Negotiating

There are situations that require implementing negotiating strategies to make both teachers and students satisfied. In case of misbehavior, teachers need to discuss with students the impact of their behavior on other students' and teachers' needs (Lewis, 2001). As suggested by Lewis (2001), such discussion includes a statement of the problem (I-Message, referring to rules), active listening and "negotiating ... a one to one solution that satisfies the needs of both the teacher and the individual student" (p.308). Dubec (2013) describes the solution process similarly: as a first thing, teachers give feedback on the student behavior by referring to rules or using I-Message; second, teachers need to understand the specific needs of students causing the behavior. Third, teachers help students to suggest a solution to resolve the situation. Together, they negotiate to find a resolution which would be acceptable for both teachers and students. Dubec (2013) also believes that teachers should provide students with information on consequences in case of re-occurring non-compliance with the solution.

Questioning

In the problem solving process, questioning is an important tool which helps students understand and change their behavior. Larrivee (2012) argues that teachers should give the responsibility to students by asking questions rather than telling them what to do. So, instead of giving commands, teachers can ask open-ended questions (when, how, where, what); then, students are encouraged to think and take responsibility for their own behavior. It is a form of inviting two-way communication, assuming that both teachers and

students are actively participating in the problem solving process. An example of such questions might be: “Where should you be working now? What could you do to be more helpful to the group? What do you need to finish the work?” Larrivee (2012) points out the fact that questioning can also be counterproductive when questions are used sarcastically, express judgements or request for action. Besides, why-questions are to be avoided as they establish disapproval and evoke the need to defend or rationalize one’s behavior.

Providing students with opportunities to think about their behavior, its impact on others and possible ways of changing it increases student responsibility for their own actions (Glasser, 1997; Dubec, 2017; Gordon, 2003; Marshall, n.d.; Ferlazzo, 2013; Larrivee, 2012). Glasser (1997) believes that “the only person whose behavior we can control is our own” (p. 599). Marshall (n.d.) argues that teachers can control students; however, they cannot change them. So, instead of controlling students by providing commands, rewards or punishments, teachers can elicit solutions to behavior problems from students themselves. By asking open-ended questions, teachers offer choices and prompt reflection; teachers listen to student needs and elicit suggestions how to solve a particular situation. Marshall claims that teachers should ask open ended questions until students and teachers reach a solution which would be mutually acceptable. With the help of teachers, students seek resolutions, which empower them to take responsibility for their behavior. Ferlazzo (2013) claims that “the ability to choose for ourselves makes us five times more committed to – and invested in – the outcome than if someone else chooses for us” (para. 7). Thus, rather than obedience, teachers should promote desire for responsible behavior (Marshall, n.d.).

Barriers to Communication

Teachers’ discourse that uses the language of disrespect and unacceptance is referred to as inhibiting communication; it provokes resistance and invokes defensiveness in students (Larrivee, 2005). It does not facilitate problem solving; rather, it blocks further communication and destroys teacher-student relationship (Gordon, 2003). Further I focus on a close description of these communication breakdowns.

Communication Roadblocks

Gordon (2003) describes Twelve Communication Roadblocks, which inhibit or completely stop the teacher-student communication process, making it impossible to help students solve their problems interfering with their learning. These roadblocks provide information only about the student, not about the teacher. Therefore, students have no motivation or reason to change their behavior since they do not understand teachers' needs or feelings. In fact, students see the messages from teachers as threats, which results in avoidance response (Dubec, 2013). Consequently, students either fight back or submissively comply: the second response being the worst result to happen (Gordon, 2003). Communication Roadblocks are inappropriate in all problem solving processes; there is a high risk of damaging teacher-student relationship and student's self-concept. Gordon (2003) divided Communication Roadblocks into five categories depending on the message they communicate to students. The first five roadblocks are ordering, threatening, preaching, advising and lecturing. These roadblocks are telling students to do something, implying consequences, offering solutions, expressing what should be done, influencing students with facts and logic: "Stop complaining and start working! Do it once more and I will talk to your parents! You should put more effort into the assignments. Keep in mind that you have only one week left to finish the assignment." The message sent to students is that their feelings or needs are not important; their own judgements cannot be trusted and they are labeled as being not capable of solving their own problems. In other words, they all communicate disrespect and unacceptance of their beings. Students thus feel misunderstanding, fear, submission, resistance, dependency on others, defensiveness and resentment. The second group of roadblocks (also being called 6, 7 and 8 roadblocks) contains blaming, labeling and interpreting: "You are just lazy. Don't act like a small child. You are not interested in anything." They analyze students' motives for certain behavior, make negative judgement or evaluation of students and make students feel foolish. They communicate judgement, humiliation or evaluation. By using these roadblocks, teachers are trying to help students solve their problems by pointing out their faults and negative behavior. Students thus try to make excuses or retaliate. They feel threatened, embarrassed, falsely accused and incompetent. The following two roadblocks (9 and 10) are praising and reassuring: "You are a great student, I am sure you will do great on the test. You are not the only one who ever felt scared, I also felt scared before big exams." These roadblocks

offer a positive evaluation or try to make the students' negative feelings go away. They aim at making students feel better; they put the problem aside or even deny that there exists a real problem. Students react with hostility. They feel misunderstood, dependent, or even manipulated to behave in certain way. The following roadblock (11), questioning, is as stated by Gordon (2003) the most frequently used roadblock: "Why didn't you ask me for help earlier?" Teachers use questions as they feel that they need more information from students so that they can come up with the best solution to solve a student problem. Teachers communicate to students that they do not trust them, which results in student defensiveness and ignorance. Moreover, students have no opportunity to solve their problems themselves (Dubec, 2013). The last category of roadblocks (12), diverting or humoring, aims at getting students away from their problems. These statements push the problem aside or draw student's attention away from their problem: "Come on; let's talk about something more positive." Teachers communicate students that they are not interested in them and that they do not want to deal with student's problem at all. As a result, students feel hurt, put off, rejected and put down (Larrivee, 2005; Gordon, 2003).

In communication with students, teachers need to be aware that every message that they send to students conveys much more than only words or literal information. Gordon (2003) believes that each message reveals what teachers think of students and defines what students will ultimately think of themselves. Consequently, communication containing roadblocks might be destructive to student self-esteem and teacher-student relationships (Dubec, 2013; Gordon, 2003; Larrivee, 2005).

The Language of Disrespect

In all communication roadblocks, the pronoun "you" is used: "You stop that! You are acting like a baby." The focus is thus on students, not on teachers. If the same message contained I-aspect, it would be an I-Message: "I'm getting angry by this noise." By using You-Messages, teachers blame students and judge them negatively. Moreover, they fail to show empathy for and understanding of students. These messages are examples of hasty generalization; they contain words such as always, never, or ever, which communicate minimal respect for students: "You never pay attention" (Larrivee, 2005). Such messages are typically followed by a student attempt to prove that they are falsely accused: "I do pay attention." Again, these messages block further communication and the interaction is moved to confrontation in which both sides try to prove that they are right (Dubec, 2013).

Communicating disrespect is also done by indirect messages. These messages include teasing, sarcasm, kidding, digression and diverting comments: “I don’t suppose you will stop talking until the class is over.” Such statements, however, rarely work, as they are frequently not understood. Students perceive these messages as untrustworthy or manipulative (Gordon, 2003). Larrivee (2005) adds humiliating and degrading to language inhibiting communication. Humiliating comments make students feel guilty or ashamed: “You should have done the assignment more precisely.” Degrading implies that only someone stupid would do such a thing: “That wasn’t very smart.” Dubec (2013) points out that irony is also frequently used in teacher-student communication. By sending ironic messages teachers say something else than what they think. For example, the message “Am I bothering you?” might in fact be a request for students to stop talking.

All messages in disrespectful discourse refer to students, not to their behavior. Therefore, there is a great probability that they will be perceived as threats, leading either to a verbal teacher-student battle or submissively compliant students. Both of these student responses damage student’s self-concept and teacher-student relationships (Dubec, 2013).

Use of L1 in Classroom Management

The topic of this thesis, building student responsibility through effective communication, is situated into the context of English classroom. It is thus necessary to consider the role of language used when dealing with student behavior. The importance of the English language used by teachers in English classes is constantly emphasized. Hawkins claims that it is essential to maximize student exposure to English in the limited class time (as cited in Littlewood & Yu, 2009). Krashen (1985) believes that students need to be exposed to comprehensible input in context of real communication. Littlewood and Yu (2009) state that in classes where teachers use mainly English students are more likely to “perceive it as a useful medium for communication and develop more positive motivation to learn it” (pg. 66). Although the amount of exposure to English is gradually changing in the twenty first century, for some students English classroom environment might still be the only source of English language input. However, as Turnbull (2001) argues, there is certainly a place for teachers to use students’ mother tongue (L1) in English classes. Kerr (2019) points out that L1 used by teachers in English classes play an important role in promoting language learning. L1 is considered to be a tool as any other used to facilitate learning. While overuse of L1 in English classes can lead to student

dependency on it, the English-mainly approach is preferred to the English-only approach. However, the decision of the amount of L1 used during English lessons can be only made by teachers, who carefully consider their teaching context and both linguistic and non-linguistic factors in the classroom (Kerr, 2019).

One of the major functions of L1 in the classroom is social function; teachers use L1 to develop their rapport with students and maintain discipline. As it has already been stated, safe environment is one of the conditions for learning to happen. L1 is a necessary tool for building an environment in which students can talk beyond the limits of their language ability (Kerr, 2019). For these reasons, most of the communication between students and teachers described in this thesis happens in L1. By using effective communication skills, teachers aim at building student responsibility, fostering teacher-student relationship and managing student behavior. Miles (2004) states that L1 is preferable in managing classroom discipline; teachers need to reach students at their level of understanding: in the language in which students feel more secure to express themselves. Zulfikar (2018) adds that students should be given opportunities during lessons to express their feelings in their native language. Thus, two-way communication, where both teachers and students send their requests and emphatically receive answers should be done in students' native language.

The theoretical framework of effective communication described above refers to effective communication as one of the basic conditions for effective learning. On the one hand, teachers' discourse might communicate respect of student needs, foster student responsibility, establish positive teacher-student relationships and promote learning; on the other hand, it might also damage student's self-concept, destroy teacher-student relationships and hinder students from learning. Based on the messages that teachers send to students, students create their self-concept. Through effective communication skills, teachers might help students to be responsible, autonomous, and having a positive self-concept. However, inhibiting communication results in student resistance, defensiveness, withdrawal and feelings of hopelessness. Students create negative self-concept, low self-esteem and can become more dependent on teachers. The research study, which follows, examines communication skills and needs of preservice teachers in student behavior management. The communication skills defined in the Theoretical Background section are used as basis for the research.

III. METHODS

This chapter describes the practical part of the thesis. I describe the research methodology, tools, participants, procedures and research hypotheses. The main aim of the research was to examine the extent to which teachers use effective communication skills or communication roadblocks in English classes. However, the Czech government declared a state of emergency due to the coronavirus pandemic; schools were closed and the intended research was not possible. For that reason, I decided to change the research aim to make the research possible. The new aim of the research was to examine the skills and needs of preservice teachers in communication for classroom behavior management.

In the course of preparing the research I developed the following research questions:

1. How do participants respond to disruptive student behavior?
2. Which statements do study participants select from a provided list to address student behavior?
3. What are the participants' needs in teacher-student communication?

Research Participants

For the research I identified eight participants. All of them were university students in their last year of studies; they all studied teaching English at lower secondary schools and belonged to one class. Some of them have already been teaching; the others had finished their teaching practice one or two months prior to the research and were supposed to start teaching in September. I chose this group of participants as they have already gone through almost all courses that the university offered to them during their preservice teacher education. Thus, they could be perceived as fully prepared to start teaching.

Student A was a 24-year-old female. She studied English and Geography. She was in her last year of studies; she has already been teaching in elementary school lower secondary students.

Student B was a 25-year-old female. She studied English and German and was in her last year of studies.

Student C was a 23-year-old female. She studied English and German and was in her last year of studies.

Student D was a 25-year-old female. She studied English and Czech and was in her last year of studies.

Student E was a 24-year-old female. She studied English and Czech and was in her last year of studies.

Student F was a 24-year-old female. She studied English and Russian and was in her last year of studies.

Student G was a 25-year-old female. She studied English and Czech and was in her last year of studies. She has already been teaching in elementary school primary and lower secondary students.

Student H was a 23-year-old male. He studied English and Czech and was in his last year of studies.

Research Tools

Due to the described situation and considering the research questions, I chose a qualitative method as the most appropriate for the purpose of the research; specifically, a structured interview was used as a research tool. I developed an interview guide (see Appendix A) including a clear set of instructions, questions and tasks to be covered during the conversation. The interview guide was designed in Czech (L1 of the participants) to ensure authenticity of the research, as management of student behavior is usually carried out in students' native language. The interview guide consisted of five parts: introduction, production, recognition, perception of participants' feelings and reflection with feedback. In the first part (introduction) the interview was introduced; the expected duration was mentioned and the main tasks of the participants in each part of the interview were described. The following three parts of the interview (production, recognition, perception of feelings) included instructions for the participants and specific tasks. The last part of the interview was reflection with feedback; the topic of the research was revealed in more detail and the researcher summarized the answers given by the participants in the previous parts of the research. After that the participants were asked questions about their feelings, needs and awareness regarding the topic of effective communication.

The main body of the interview (part two, three and four) consisted of three tasks. For these tasks I designed four worksheets: Worksheet A, Worksheet B and Worksheet C, Worksheet D (see Appendix B, C, D and E). The worksheets were designed in Czech and for the purpose of this thesis translated in English. Three of these worksheets (A,B,C) were shared with the participants after the first part of the interview. In the second and third part both researcher and participants worked with the same worksheet. In the fourth part (feelings perception) participants worked with Worksheet C, while researcher worked with Worksheet D.

Worksheet A was used for the second part of the interview. It consisted of five situations from the school environment, in the context of a lower secondary classroom; each situation described specific disruptive behavior. The situations were concretely defined to enable the participants to better imagine the situation. Participants were asked to create their own response: a specific sentence that they would say to the student/students to address the misbehavior. All situations in Worksheet A interfered with teachers' needs; the situations were designed based on the theoretical part of the thesis. All the situations could be solved through effective communication skills (I-Message, Referring to rules, Questioning, Negotiating, etc.).

Worksheet B consisted of nine school based situations, each describing certain student/students' behavior. The student behavior was not necessarily interfering with teachers' needs. In some cases it was a student's problem, which was not troubling teachers. For each situation four responses were provided. Three of them included communication roadblocks; one was an effective communication response. The task of the participants was to choose the most proper response to address each situation. The situations were designed to represent each effective communication skill at least twice. There are two Active Listening responses, two I-Message responses; Questioning was used three times and Referring to rules was used twice. The communication roadblocks were chosen randomly; however, each communication roadblock was used at least once throughout the situations.

Worksheet C and Worksheet D were used for the task in the fourth part of the research. Worksheet C was a list of positive and negative feelings; this worksheet was shared with the participants. Worksheet D was used only by the researcher. It consisted of 9 statements; each statement contained a communication roadblock. The statements were

situated into the context of university for all participants were university students. The researcher was in the role of a university teacher and communicated the participants the roadblock statements. The statements were designed in second person, in some cases using the first names of the participants. This was done to make the statements more authentic and thus prompt a relevant response from the participants. Based on the statement participants told their immediate response and then labeled their feelings. The roadblocks were chosen randomly; however, from each of the five categories of roadblocks at least one to represent the group was used. Each roadblock was illustrated by one statement.

Research Procedure

The research was carried out in April 2020. It was not possible to meet the people in person; therefore, all the interviews were realized through online video conferences. One interview was done without video due to technical issues. The interviews were recorded to enable me to get back to the gathered data. Prior to the research itself I carried out two pilot interviews with students who were not participating in the study to ensure that the interview was intelligible and could provide data that I was interested in. This allowed me to refine the instructions, tasks and practice interviewing skills before the study. For instance, I lowered the number of communication roadblocks in the fourth part of the interview. I also changed the sequence of situations in Worksheet A from easier to more difficult situations. In addition, I described certain situations from Worksheet A and B in more detail to ensure that all students can give relevant responses.

After the pilot interview I carried out eight interviews with eight participants. Each interview took from 60 to 90 minutes. In the first part of the interview (introduction) I suggested only a broader context of the topic of the interview to assure that the participants would not be aware of the research subject before the research. I briefly explained what will happen in the following parts of the interview and offered space for participants' questions. I also asked them to share their thoughts and ideas aloud as I was interested in their feelings about the situations and responses. After the introduction I shared worksheets A, B and C with the participants.

In the second part of the interview (production) I gave instructions for the following task with an example. At this stage I told them what role they play in the first task – they

were supposed to imagine that they were lower secondary teachers; they have already been teaching for five months and they knew the class pretty well. After that I introduced five situations from the classroom and the participants gave me a specific response for each situation: a sentence that they would say to the student/students.

In the third part (recognition) participants worked with Worksheet B. I gave instructions for the following task and reminded them to use the think-aloud strategy. After that I read aloud each situation with four responses. Participants commented on all responses and chose one which they perceived as the most proper.

For the fourth part (perception of feelings) participants received Worksheet C with a list of positive and negative feelings. I explained them instructions with an example for the following task; they were asked to give their immediate response on statements that I told them. Additionally they were asked to choose feelings that they felt after each statement.

In the last part of the interview, the topic of the research was unveiled and briefly described. I summarized the participants' responses. I explained that in Worksheet B was for each situation one effective communication response and three communication roadblocks; then I repeated their answers and mentioned which of the responses followed the principles of effective communication. Finally, I asked the participants questions on their feelings, needs and awareness regarding the topic of effective communication.

The interview was sequenced from production to recognition as I wanted to assure that the participants' responses would not be influenced by any input. The aim of the production part was to see their natural responses to students' disruptive behavior. In the second part (recognition) I aimed at seeing whether the participants were able to recognize a response which would be in accordance with principles of effective communication, without containing communication roadblocks. By using the think-aloud strategy I wanted to gather data on their feelings about specific responses; the aim was to see how they perceived effective communication responses or communication roadblocks. The fourth part (feelings perception) was designed to make the participants think about the consequences of communication on one's feelings. All the stages of the interview led to the last section in which the participants reflected on their experience. The following chapter presents my findings.

IV. RESULTS AND COMMENTARIES

This chapter is aimed at presenting a description of the findings of the research. I focus on analyzing the data gathered throughout the structured interview on the basis of the theoretical background on the topic of effective communication. The data gathered throughout the research are organized according to the research questions. The fourth part of the interview (perception of feelings) is not reflected in the research questions; however, it sheds light into the participants' perception of communication. For this reason, I include it and comment on it in this chapter. Further I enclose a table with a brief description of data gathered from each participant. The key findings are summarized at the end of the chapter.

Research Question 1: How do Study Participants Respond to Disruptive Student Behavior?

In the production part of the interview participants were responding to five school based situations. These are examples of the situations:

You are giving instructions and you see that Tereza and Tomáš are talking.

You have just given instructions for a reading activity. You are sitting at the desk and students are silently reading an article from the student's book. You notice that Ondřej has a mobile phone in his hands and is playing games instead of reading the article.

You are giving instructions for an activity in a student's book. Suddenly you see that Pavel is tearing pages from the book, which belongs to the school.

Participants' responses to the situations can be labeled either as effective communication responses or communication roadblocks. The most frequent types of responses were communication roadblocks. Specifically, the most frequently used roadblock was probing:

"Can you tell me what you are doing?"

"Pavel, can you tell me why you are doing that?"

“Do you think that this behavior is normal?”

“How is it possible that all students are silently working and you are playing games on your phone instead of working?”

There were also numerous indirect messages including teasing, sarcasm and irony:

“Pavel, do you think that when I assign a task in a student book it is necessary to tear out the pages instead of doing the task?”

“Tereza, Tomáš, you already know this activity that you don’t need to listen to the instructions?”

Other roadblocks mentioned were interpreting:

“Ondra, are you bored with this class?”

“Peter, are you tired of working?”

Threatening was also a frequently mentioned roadblock:

“If this happens again in the upcoming days, be sure you won’t get away with it so easily.”

“This is the second warning.”

Participants used moralizing to respond to student behavior:

“Are you kidding? You are at school. Take your things back immediately and start working.”

“You should learn how to treat textbooks and things that are not yours.”

Additionally, why-questions were repeatedly used:

“Why did you do that? Why are you late? Why are you doing that?”

The responses using the effective communication skills were seldom produced. As presented in Table 1², the median value for the number of effective communication responses was 0,5 from 5; the central tendency of participants to respond by using effective communication skills was in 0 to 1 situation from the total five.

The effective communication response was used once by two participants; other two participants responded twice by using effective communication skills. The participants used open-ended questions:

“Is there something wrong?”

“Do you need something?”

Descriptive language was also used to respond to student behavior:

“I see that you have a mobile phone in your hands.”

“You pushed all your things off the desk”.

Overall, participants responded to disruptive student behavior by using communication roadblocks. Effective communication skills were used rarely and managing was preferred to leading.

² Table 1 is divided into nine columns and four rows. Each row represents one part of the interview (production, recognition, perception of feelings and reflection and feedback). Eight of the nine columns stand for the research participant; the last column presents a summary of the key findings for each part of the interview. For the purpose of the summary of the first two parts of the interview I chose median to report on the results; median was the most reliable tool to compare data from my research for it was not affected by the higher values gathered from a few participants. In the third and fourth row I summarize the findings in words. In the first row, I comment on the number of cases in which participants produced responses corresponding with effective communication principles. In the second row I include the number of situations in which students recognized an effective communication response. In the third row are presented the emotions which participants felt in reaction to roadblock statements. These emotions are labelled as pleasant and unpleasant; in the brackets are mentioned the most frequently occurring participants' feelings. The reflection and feedback part of the interview is described in the fourth row. It is not possible to list all the data gathered in this part of the interview. I only present participants' answers to questions which were relevant for the research questions. The statements of the participants are written in italics.

Research Question 2: Which Statements do Study Participants Select from a Provided List to Address Student Behavior?

In the recognition part of the interview the participants were to select one response to a school based situation from a multiple choice task; the task contained three communication roadblocks and one effective communication statement. The participants labeled one as the most appropriate to address the specific student behavior. As illustrated in Table 1, the median value for the number of selected effective communication responses is 4,5 from 9; it means that the central tendency of participants to select the effective communication response was in four to five of total nine situations.

One proper way to address the student behavior was through open-ended questions; the participants frequently selected open-ended questions as the most appropriate responses. Examples of these questions used in the task were:

“Markéta, where should you be now?”

“Is it that it seems too hard for you, or is it that it’s too much work?”

“I wonder what kind of solution you could come up with.”

Participants supported the value of these responses:

“The teacher asks for more information and wants to know what the student has problem with.”

“You let the students come up with their own solution.”

“The teacher tries to find out where the problem occurred.”

“The students themselves say what they are supposed to do.”

“The students themselves solve their problems.”

“The statement does not attack or hurt the student.”

Another effective communication strategy was referring to rules. It was repeatedly labeled as the most appropriate response. These statements referring to rules were used in the tasks:

“We have a rule that the board is clean at the beginning of the lesson; the board is written all over now.”

“David, you have a phone in your hands; we have agreed on the rule that during the lesson the phone remains in a backpack.”

In most cases, the participants supported these statements:

“There is no punishment.”

“That’s pretty clear.”

“We have a rule and the rule is broken now.”

“It is natural.”

“Objective language; you don’t judge the students.”

“I only describe the reality.”

“This doesn’t blame the students.”

“Concise.”

The most frequently selected communication roadblocks were reassuring, preaching and questioning. Reassuring was perceived as appropriate; participants argued that it motivates and supports the students:

“This raises their self-confidence.”

“Teacher tries to ease the situation.”

“The student seems sad; I want to cheer him up.”

“I want to help the student.”

“Encouragement even at the cost of not telling the truth is okay.”

Preaching was repeatedly selected as an appropriate response for it offers students a solution:

“The teacher tells the students how they should behave.”

Questioning was also frequently selected as the most appropriate. All the questions listed were why-questions. The participants expressed their need to find a specific reason or motive for student behavior:

“The teacher is trying to find out the reason.”

“I want to know why he is behaving like that.”

“I want to know the reason.”

“I want to hear answer to my question why.”

“The situation requires question.”

I-Statement and Active Listening responses were only rarely selected as appropriate. I-Statements were perceived as inappropriate as they unveil teachers' emotions and do not request an action:

“The teacher complains and that's not really appropriate.”

“If I said this, everyone would laugh at me.”

“Teachers don't have to explicitly describe their feelings.”

“By this statement you don't say anything to the students; they won't know that they have to do something.”

“That sounds like extortion.”

“The teacher should keep her personal feelings private; students don't want to hear them.”

“This shows that the teacher does not have the situation under control.”

Active Listening was seen as improper; participants argued that it provides only little intervention for the students' problem and the students' feelings are recognized and accepted:

“The teacher only repeats what the child had said; they don't help the student.”

“The teacher confirms students' feelings.”

“That's not appropriate; Saying this I confirm that the student has a problem.”

“Here I only say what is happening.”

The selection of participants' statements indicates that they were able to recognize both inappropriateness of communication roadblocks and the value of effective communication responses to some extent. However, they perceived certain communication roadblocks as appropriate and some effective communication responses seemed inappropriate to them. When selecting the most appropriate responses throughout the task, the participants selected both communication roadblocks and effective communication skills.

Research Question 3: What are the Study Participants' Needs in Teacher-Student Communication?

In the last part of the interview participants were asked questions about their feelings, ideas and needs in relation to communication with learners. As shown in Table 1, the participants claimed that throughout the interview, they realized how important communication is. Here are some examples of their answers:

"Now I see that my responses have a great impact on my students."

"Now I feel stupid; my responses are exactly the typical teacher responses."

"I didn't even realize how much I can hurt students."

"How could have I communicated with students like this?"

"I don't want my future students to experience the same situations as I did."

"This was inspiring; now I think about communication differently."

All students perceived the topic of effective communication as crucial in teaching:

"I think that communication is crucial for teaching, it should be in syllabus."

"This is definitely very important."

"I think this is one of the most important things for teachers to know."

"I think that how we communicate with students is much more important than what content we teach them."

"I think this has a great impact on students' learning outcomes."

"The teacher-student communication is the basic principle of successful cooperation in the classroom."

The participants expressed the regret that they did not have a course where they would learn these principles:

“It is a pity that we did not learn this at school.”

“Why don’t we have this subject at the university?”

“We didn’t have any course at the university which would teach us how to communicate with students.”

“I should know the principles but I don’t know them.”

All participants expressed the need to learn more about effective communication. Specifically, 7 of 8 participants would appreciate a course on teacher-student communication:

“I would like to have a subject on communication where I would learn the communication skills.”

“I need to learn how to manage my emotions.”

“A subject on this topic would be of a great benefit.”

“I need to work on my communication skills.”

“I think that pedagogical faculty should pay more attention to teacher-student communication.”

“I think that communication is crucial for teaching; it should be in syllabus.”

The research participants acknowledged the value of teacher-student communication in the classroom. They all expressed the need to learn more about effective communication and conveyed the regret that they had not had an opportunity to learn the principles of effective communication during their preservice teacher education.

Perception of Feelings

In the feelings perception part of the interview the participants responded to statements containing communication roadblocks. They labeled their emotions and feelings based on what they felt after each statement. As illustrated in Table 1, the most frequently occurring emotions were unpleasant. Specifically, participants identified feelings such as humiliation, the need to defend oneself, embarrassment, injustice, hostility, shame, fear, disrespect, anger, misunderstanding, guilt or inferiority. Communication roadblocks that

evoked only unpleasant feelings were directing, threatening, criticizing, interpreting, humiliating and irony.

However, some statements evoked pleasant emotions. One participant selected calmness as a feeling in reaction to the indirect statement (“I don’t suppose you could put away your phone until lecture is over”). A pleasant feeling of safety was selected as a response to the questioning roadblock (“Could you tell me why didn’t you spend more time preparing for the exam?”); the why question was perceived as a way of helping the student solve their problem. One research participant selected humoring (“Looks like someone didn’t sleep very well today”) as a means of positive motivation and encouragement. Two research participants felt sympathy with the teacher who would use irony and humiliating roadblocks; they claimed that when students do something inappropriate, the reaction of the teacher is understandable.

Summary of Key Findings

Pre-service teachers participating in this research responded to disruptive student behavior mainly by using communication roadblocks. The effective communication response was used twice by two participants and once by one participant. Overall, managing was preferred to leading and communication roadblocks were preferred to effective communication responses. When recognizing responses, participants selected both effective communication skills and communication roadblocks as appropriate. Yet, most of the research participants perceived the communication roadblock responses as harmful when the roadblocks were addressed to them personally. Most communication roadblocks evoked unpleasant feelings; however, some participants associated pleasant feelings with certain communication roadblocks. All research participants acknowledged the value of teacher-student communication in the classroom. They express the need to learn communication skills to manage learners’ behavior and conveyed the regret that they had not had an opportunity to learn about effective communication during their preservice teacher education. Research participants stated that they feel unprepared for managing student behavior in the classroom. The findings of this research correspond with research studies that showed that teachers do not have an opportunity to learn communication skills during their preservice teacher education (Ophardt & Thiel, 2008; Evertson & Weinstein,

2006; Dicke, Elling, Schmeck & Leutner, 2015; Brophy, 2006; Stough, Montague, Williams-Diehm & Landmark, 2006). Moreover, studies point to the fact that preservice teachers feel unprepared for managing student behavior (Hagger, Mutton & Burn, 2011; Hong, 2012; Haberman, 2012). The finding that preservice teachers feel unequipped to manage learners behavior is supported by a research study described in a monography *Chtějí zůstat nebo odejít (Do they want to stay or leave?)* (Hanušová, Píšová & Kohoutek, et al., 2017); it shows that novice teachers have difficulties with disruptive student behavior, which eventually cause their drop-out.

	STUDENT A	STUDENT B	STUDENT C	STUDENT D	STUDENT E	STUDENT F	STUDENT G	STUDENT H	SUMMARY
PRODUCTION	0/5 (0%)	0/5 (0%)	2/5 (40%)	1/5 (20%)	2/5 (40%)	1/5 (0%)	0/5 (0%)	0/5 (0%)	Median 0,5/5
RECOGNITION	5/9 (55%)	4/9 (44%)	7/9 (77%)	5/9 (55%)	3/9 (33%)	5/9 (55%)	4/9 (44%)	4/9 (44%)	Median 4,5/9
PERCEPTION OF FEELINGS	Only unpleasant emotions (humiliation, the need to defend oneself, embarrassment, ...)	Only unpleasant emotions (injustice, humiliation, shame, fear, misunderstanding, ...)	One pleasant emotion (calmness), the other unpleasant (misunderstanding, disrespect, frustration, ...)	Only unpleasant emotions (embarrassment, humiliation, anger, injustice, ...)	Three pleasant emotions (safety, reliance, encouragement); the other emotions unpleasant (distrust, embarrassment, ...)	Three times mentioned pleasant emotion (sympathy with the teacher); the rest of the emotions unpleasant (embarrassment, anger, misunderstanding, the need to defend oneself, ...)	Once mentioned pleasant emotion (sympathy with the teacher); the rest of the emotions unpleasant (anger, humiliation, shame, guilt, embarrassment, ...)	Only unpleasant emotions (guilt, shame, hostility, inferiority, ...)	The most frequent emotions were shame, humiliation, embarrassment, the need to defend oneself, guilt and anger. The positive feelings mentioned were safety, reliance, encouragement and sympathy.
REFLECTION & FEEDBACK	<i>It is a pity that we did not learn this at school. Now I see that my responses have a great impact on my students. Why don't we have this subject at the university?</i> This student later bought a book on effective communication.	<i>Now I feel stupid. My responses are exactly the typical teacher responses. But I don't know how to react better. I would like to have subject on communication where I would learn the communication skills.</i>	<i>This is important in any communication. I know the principles of effective communication but I don't how to apply them in practice. I need to learn how to manage my emotions.</i>	<i>I didn't even realize how much I can hurt students. How could have I communicated with students like this? I think one can learn this; I would like to have a subject on effective communication.</i>	<i>This reminded me of my school years; how teachers communicated with me. A course on this topic would be of a great benefit. I don't want my future students to experience the same situations as I did.</i>	<i>We did not have any course at the university which would teach us how to communicate with students. I need to work on my communication skills more.</i>	<i>Thanks to this I have realized that blaming and probing that I do have no positive effect on students. I think that pedagogical faculty should pay more attention to teacher-student communication.</i>	<i>This was inspiring. Now I think about communication differently. I think that communication is crucial for teaching, it should be in syllabus. I should know the principles, but I don't know them.</i>	7 of 8 students expressed the need to have a course on effective communication in school. All students perceive the topic of effective communication crucial in teaching.

Table 1. Description of the main data gathered throughout the interview.

V. IMPLICATIONS

This chapter provides a description of implications that the findings of the research have for teacher education. I also discuss the limitations of the research as well as possible suggestions for further research.

Pedagogical Implications

The research was carried out with a small number of participants. However, it is important to take into account that the research participants form 53% of the English teaching students of Faculty of Pedagogy in Pilsen in their last year of studies. What can be identified is a certain tendency and needs of preservice teachers. The results of the research indicate that there is a great need of preservice teachers in learning teacher-student communication skills. The students feel unprepared to manage student behavior in the classroom. The interview showed that students were not able to produce responses without communication roadblocks, which would be in accordance with the principles of effective communication. Moreover, when selecting from a list of responses, students perceived both communication roadblocks and effective communication responses as appropriate in teacher-student communication.

For this research results are part of diploma thesis at Faculty of Education in Pilsen, I would like to point out the gap in preservice teachers' education. Research studies indicate that confrontation with students' misbehavior is one of the major causes of teachers' burnout syndrome (Evers, Tomic & Brouwers, 2004; Bakker, Hakanen, Demerouti & Xanthopoulou, 2007). Moreover, a study from Masaryk University shows that lack of communication skills for managing students' behavior proved to be one of the reasons for teachers to leave their teaching positions in their first years of practice (Hanušová, Píšová & Kohoutek, et al., 2017). Additionally, research studies proved that novice teachers feel not being prepared for dealing with students' behavior (Hagger, Mutton & Burn, 2011; Hanušová, Píšová & Kohoutek, et al., 2017; Hong, 2012; Haberman, 2012). Preservice teachers lack courses where they would learn effective communication skills (Ophardt & Thiel, 2008; Dicke, Elling, Schmeck & Leutner, 2015; Brophy, 2006; Stough, Montague, Williams-Diehm & Landmark, 2006) Thus, if we take

into account all these facts, we see that there is a great problem in preservice teacher education.

Although communication skill is a critical pedagogical skill for the teaching and learning process (Schonert-Reichl, 2017; Gordon, 2003; Larrivee, 2012; Wai-Shing, 2008), preservice teachers in the last year of studies are not able to respond to situations without communication roadblocks. When selecting from a list of responses students chose both effective communication responses and communication roadblocks as appropriate. They all expressed the need to learn effective communication skills; they feel unprepared; they claimed that they need help in teacher-student communication. All students missed a course in which they could learn some communication basics to manage student behavior.

The findings of this research call for a change in teacher preparation programs. Programs should seek ways to help preservice teachers to feel prepared to manage student behavior, or at least be aware of the communication skills needed to effectively respond to student behavior.

Limitations of the Research

Although the research brought into light interesting findings, there were several limitations. The number of research participants was small so the findings cannot be generalized. However, certain tendency can be seen even from this number of participants; especially for they form more than half of one study group in the last year of teacher preparation studies.

The research was done online for personal meetings were not possible due to the emergency state situation. Therefore, the data gathered might have been distorted for some participants felt nervous when attending a video conference. Also, the situations described to the research participants lacked the authenticity of a natural classroom environment. Although I described the situations in detail, the context of the classroom was still missing. Therefore, the participants' responses might have been different, if the research had been carried out in the school context. An alternative which would bring more authenticity would be the same research done in a virtual classroom. Another option would be observation of the behavior management skills of the participants during their teaching practice.

Suggestions for Further Research

The present research could certainly be extended in various ways. It would be interesting to do the same research with students from a different field of study (physics, chemistry, IT, etc.) and compare the gathered data.

What is known from research studies is that there are strong needs of preservice teachers and novice teachers in student behavior management; they are not prepared for dealing with students' disruptive behavior. However, there is a missing gap in the research; studies which would identify the specific needs of novice teachers are rarely done. The results of the research might be interesting for pedagogical faculties in the Czech Republic, as they can either learn about the needs of novice teachers or implement the program into preservice teachers' programs. But the findings could also inform the global community of educators for such studies are short of internationally.

VI. CONCLUSION

For learning to happen several principles need to be met. These principles are highly discussed in pedagogical and psychological literature. Specifically, social context, emotional well-being, interpersonal relationships and communication are emphasized as being critical to both student learning and their social-emotional development.

Communication between the teacher and learners is one of the conditions for effective learning and at the same time it is an element through which the social and emotional conditions for learning are maintained. That is a reason why principles of effective communication are widely discussed in literature and the effective communication skills are promoted to be used in classrooms.

Effective communication is a way of communicating with respect, trust and place for student responsibility. Various models of effective communication have been outlined. Marshall Rosenberg promotes a model of Non-Violent Communication; Barbara Larrivee speaks of Inviting or Two-Way Communication and Thomas Gordon supports the Gordon Model of Effective Relationship. Although these concepts slightly vary, all of them are in accordance with the principles of humanism, emphasizing human strengths and potentials and the importance of addressing human needs. Through effective communication, teachers accept students without any evaluation; effective communication provides mutual respect of both teacher and student needs, builds strong teacher-student relationships and fosters student responsibility. It also promotes students' self-concept for students build their self-concept based on what teachers communicate to them. Thus, through effective communication teachers help students be responsible, autonomous, and with positive self-concept. However, when the communication is not respectful and contains communication roadblocks, it leads to students' withdrawal, resistance and feelings of hopelessness. Students build negative self-concept, low self-esteem and become dependent on the teachers.

The research study implied that preservice teachers are not equipped to deal with student behavior; they felt unprepared and expressed their need to learn communication skills to manage student behavior. However, they conveyed the regret that they had not had the opportunity to learn the principles of effective communication during their preservice teacher education. The participants of the study were not able to respond to situations

without communication roadblocks. When selecting from a list of responses students chose both effective communication responses and communication roadblocks as appropriate. These findings point to a problem in preservice teacher education for research studies show that lack of communication skills for behavior management is one of the reasons for teachers' burnout syndrome and drop-out.

REFERENCES

- Aggarwal, A. (2015, November 17). Effective teacher student communication. Retrieved from <http://www.progressiveteacher.in/effective-teacher-student-communication/>.
- American Psychological Association. Coalition for Psychology in Schools and Education. (2015). *Top 20 principles from psychology for preK-12 teaching and learning*. Retrieved from: <http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf>.
- Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology, 99*, 274–284.
- Bransford, J. D. (2000). *How people learn: brain, mind, experience, and school*. Washington D.C.: National Academy Press.
- Brophy, J. (2006). History of research on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: research, practice, and contemporary Issues* (pp. 17–43). Mahwah, NJ: Erlbaum.
- Carrington, K. L., Griffin, S., & Teich, H. (2011). *Transforming terror: remembering the soul of the world*. Berkeley: University of California Press.
- DeCarvalho Roy José. (1991). *The growth hypothesis in psychology: the humanistic psychology of Abraham Maslow and Carl Rogers*. San Francisco: EMText.
- DfES (2004). Unit 18: Improving the climate for learning. In *Pedagogy and Practice: Teaching and learning in secondary schools*. Cambridge University Press. Retrieved from: <https://www.stem.org.uk/elibrary/resource/36830>.
- Dicke, T., Elling, J., Schmeck, A., & Leutner, D. (2015). Reducing reality chock: the effects of classroom management skills training on beginning teachers. *Teaching and Teacher Education, 48*, 1-12.
- Dubec, M. (2013). Vedení žáků k sebeřízení na základě poznatků o fungovní mozku [Leading students to self-regulation based on brain function knowledge]. In *Krajinou zkušenostně reflektivního učení* (pp. 98–104). Czech Republic: MUNI.
- Dubec, M. (2017). Mozek žáků a kázeň ve třídě, aneb odpovědnost a seberegulace žáků potřebují prostor [Students' brain and discipline in the classroom: student responsibility and self-regulation need space]. *Třídní učitel a vedení třídy, (2)*, 22-24

- Dumont, H., Istance, D., & Benavides, F. (2010). *The nature of learning, using research to inspire practice*. Paris: OECD.
- Evers, W. J. G., Tomic, W., & Brouwers, A. (2004). Burnout among teachers: students' and teachers' perceptions compared. *School Psychology International*, 25, 131–148.
- Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: research, practice, and contemporary issues* (pp. 3-16). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ferlazzo, L. (2013, April 29). More positive, not punitive, classroom-management tips. Retrieved from <https://www.edutopia.org/blog/positive-not-punitive-part-2-larry-ferlazzo>
- Frymier, A. B., & Houser, M. L. (2000). The teacher-student relationship as an interpersonal relationship. *Communication Education*, 49(3), 207–219. doi: 10.1080/03634520009379209
- Glasser, W. (1997). A new look at school failure and school success. *The Phi Delta Kappan*, 78(8), 596–602. Retrieved from <https://www.jstor.org/stable/20405873?origin=JSTOR-pdf&seq=1>
- Gordon, T., & Burch N. (2003). *T.E.T. Teacher effectiveness training: the program proven to help teachers bring out the best in students of all ages*. New York: Three Rivers Press.
- Gordon Training International (2016). Teacher effectiveness training (T.E.T.). Retrieved from <https://www.gordontraining.com/school-programs/teacher-effectiveness-training-t-e-t/#>
- Haberman, M. (2012). The myth of the “fully qualified” bright young teacher. *American Behavioral Scientist*, 56(7), 926–940. doi: <https://doi.org/10.1177/0002764211411289>.
- Hagger, H., Mutton, T., & Burn, K. (2011). Surprising but not shocking: the reality of the first year of teaching. *Cambridge Journal of Education*, 41(4), 387–405.
- Hanušová, S., Píšová M., Kohoutek, T., Minářiková, E., Janík, M., Janík, T., Mareš, J., Uličná, K., & Ježek, S. (2017). *Chtějí zůstat nebo odejít? Začínající učitelé v*

- českých základních školách [Do they want to stay or leave? Novice teachers in Czech elementary schools]. Brno, Czech Republic: MUNI.
- Higgins, C., & Kreisler, D. (2005). Leading and teaching vs. managing and doing. *The Straight Talk Coach, Insights for Leading from Strength*, 3(2). Retrieved from <http://www.srosenstein.com/pdf/hkv3i2.pdf>.
- Hong, J. Y. (2012). Why do some beginning teachers leave the school, and others stay? Understanding teacher resilience through psychological lenses. *Teachers and Teaching: Theory and Practice*, 18(4), 417–440.
- Irish National Teachers Organization. (2004). *Managing challenging behaviour: guidelines for teachers*. Dublin: National Teachers' Organization
- Jarvis, M. (2005). *The Psychology of Effective Learning and Teaching*. Cheltenham: Nelson Thornes.
- Groff, J. (2010). *The Nature of Learning, Using Research to Inspire Practice: Practitioner Guide*. Paris: OECD. Retrieved from <http://www.oecd.org/education/cei/50300814.pdf>.
- Jones, J., Jenkin, M., & Lord, S. (2006). *Developing effective teacher performance*. London: Paul Chapman Publishing.
- Kerr, P. (2019) *The use of L1 in English language teaching*. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press
- Kober, N. (2014). *Reaching students: what research says about effective instruction in undergraduate science and engineering*. Washington, DC: National Academies Press. Retrieved from http://chem.wayne.edu/feigggroup/CSCNFW/reaching-students_nsf.pdf.
- Kohn, A. (2005, September). Unconditional teaching. Retrieved from <https://www.alfiekohn.org/article/unconditional-teaching/>
- Kohn, A. (2006). *Beyond discipline: from compliance to community, 10th anniversary edition*. Alexandria, USA: ASCD.
- Krashen, S. (1985). *The input hypothesis: issues and implications*. New York: Longman.
- Larrivee, B. (2005). *Authentic classroom management: creating a learning community and building reflective practice* (2nd ed.). Boston: Pearson Education.
- Larrivee, B. (2012). *Cultivating teacher renewal: guarding against stress and burnout*. Maryland, US: Rowman & Littlefield Education.

- Levin, B. B., & Schrum, L. (2017). *Every teacher a leader: developing the needed dispositions, knowledge, and skills for teacher leadership*. Thousand Oaks, CA: Corwin, a Sage Company.
- Lewis, R. (2001). Classroom discipline and student responsibility: the students' view. *Teaching and Teacher Education*, 17, 307–319. Retrieved from https://www.researchgate.net/publication/222750799_Classroom_discipline_and_student_responsibility_The_students'_view
- Littlewood, W., & Yu, B. (2009). First language and target language in the foreign language classroom. *Language Teaching*, 44(1), 64–77. doi: 10.1017/s0261444809990310
- Lyons, G., Ford, M., & Arthur-Kelly, M. (2013). *Classroom management: creating positive learning environments* (3rd ed.). South Melbourne, Vic., Australia: Cengage Learning.
- Marshall, M. (n.d.). III. The raise responsibility system. Retrieved from <https://www.teachwithoutstress.com/iii-the-raise-responsibility-system>
- Matula, Z. (2013). *Lidský mozek a mezilidské interakce [Human brain and interpersonal interactions]*. Praha: PhDr. Zdenko Matula. Retrieved from: http://www.dmhk.cz/public/Image/sekce-typ169/mozek_a_interakce_matula.pdf
- Matula, Z. (2015) *Mozek jako režisér úspěšnosti (komunikace a vztahy)[Brain as success director (communication and relationships)]*. Praha: Manta Edu.
- Miles, R. (2004). Evaluating the use of L1 in the English language classroom. Birmingham: University of Birmingham.
- Ophardt, D. & Thiel, F. (2008). Klassenmanagement als Basisdimension der Unterrichtsqualität [Class management as the precondition of teaching quality]. In M.K.W. Schweer (Hrsg.), *Lehrer-Schüler-Interaktion: Inhaltsfelder, Forschungsperspektiven und methodische Zugänge* (259–284). Wiesbaden: VS Verlag für Sozialwissenschaften
- Richmond, V.P., Wrench, J.S. & Gorham, J. (2009) *Communication, affect and learning in the classroom* (3rd ed.). New York: Creative Commons Attribution
- Rock, D. (2008). SCARF: a brain-based model for collaborating with and influencing others. *Neuro Leadership Journal*, (1), 1-9.

- Rogers, B. (2011). *You know the fair rule: effective behaviour management in schools* (3rd ed.). Victoria, Australia: ACER Press.
- Rogers, C. R. (1957). The Necessary and Sufficient Conditions of Therapeutic Personality Change. *Journal of Consulting Psychology*, 21(2), 95–103. <https://doi.org/10.1037/h0045357>
- Rosenberg, M. B. (2012). *Nenásilná komunikace - řeč života [Nonviolent communication: a language of life]*. Prague: Portál.
- Rosenberg, M. B. (2015). *Nonviolent communication: a language of life* (3rd ed.). Encinitas, CA: PuddleDancer Press.
- Rosenberg, M. B. (2019). Nonviolent communication: a language of life. Retrieved from <https://www.cnvc.org/training/resource/book-chapter-1>
- Schonert-Reichl, K.A. (2017). Social and emotional learning and teachers. *The Future of Children*, 27 (1), 137-155. New Jersey: Princeton University. Retrieved from: <https://www.jstor.org/stable/44219025>
- Stough, L., Montague, M., Williams-Diehm, K., & Landmark, L. (2006). The effectiveness of different models of classroom management instruction. *Journal of the Scholarship of Teaching and Learning*, 15 (5), 36-48. doi: 10.14434/josotl.v15i5.13784
- Tauber, R. T. (1999). *Classroom management: sound theory and effective practice* (3rd ed.). London: Bergin & Garvey.
- Tung, E. (2001). Teacher development and affective education. *Educational Research Journal*, 16(1), 51-67.
- Turnbull, M. (2001). There is a role for the L1 in second and foreign language teaching, But.... *Canadian Modern Language Review*, 57(4), 531–540. doi: 10.3138/cmlr.57.4.531
- Wai-shing, L. (2008). Enhancing communication and strengthening teacher-student relationships. In *Classroom management: creating a positive learning environment* (pp. 109–128). Hong Kong: Hong Kong University Press.
- Waldeck, J. H. (2016, May 9). Untangling the web of student-teacher communication. Retrieved from <https://www.facultyfocus.com/articles/teaching-and-learning/untangling-web-student-teacher-communication/>.

Willis, J. (2018, July 13). The value of active listening. Retrieved from
<https://www.edutopia.org/article/value-active-listening>.

Zulfikar. (2018). Rethinking the use Of L1 In L2 classroom. *Englisia Journal*, 6(1), 43–51.
doi: 10.22373/ej.v6i1.2514

APPENDICES

APPENDIX A

Interview guide in Czech

Protokol rozhovoru

1. ÚVOD

Děkuji ti za účast v tomto rozhovoru. Rozhovor slouží jako nástroj pro sběr dat pro diplomovou práci na téma komunikace. Bude trvat asi 60 minut a má tři hlavní části. V každé části budeme pracovat s jedním z materiálů, které ti za chvíli nasdílím. Pro první část je to pracovní list A, pro druhou pracovní list B a pro třetí pracovní list C. Pro každou část od tebe budu chtít odpověď na několik otázek. Není potřeba abys v nich něco vyplňoval/a. Máš je u sebe, aby ses do nich mohl/a dívat když budeme pracovat s jednotlivými úkoly. V závěru rozhovoru shrnu odpovědi, které jsi mi dal/a a zeptám se tě na několik otázek k proběhlému rozhovoru. V průběhu celého rozhovoru bych tě chtěla poprosit, abys nahlas říkal/a, co ti k jednotlivým úkolům běží hlavou. Rozhovor bude nahrávaný, abych se k němu mohla později vrátit. Všechny odpovědi jsou anonymní a slouží jen pro účely diplomové práce. Je něco, co bys potřeboval/a vědět? Máš k tomu nějaké otázky? Mohu zapnout nahrávání? Posílám ti teď pracovní listy.

2. PRODUKCE VLASTNÍCH REAKCÍ

V první části pracujeme s pracovním listem A, prosím otevři si ho před sebe. Vidíš tam 5 různých situací. Všechny situace jsou ze školního prostředí. Představ si, že jsi učitel/ka ve škole a já ti vždy popíšu konkrétní situaci. Chtěla bych, abys mi řekla tvou reakci na danou situaci – co bys dítěti/dětem řekla, konkrétní výrok/větu. Představ si, že je to tvá třída, druhý stupeň (6.-9.), kterou již učíš 5 měsíců, jste zaběhnutí a vcelku dobře se vzájemně znáte. Řeknu ti příklad jak to bude vypadat.

Situace: jsem rodič a dítě přijde pozdě večer domů. Domluvili jsme se, že dorazí v jedenáct a je půlnoc.

Moje reakce: „Víš kolik je hodin? Chápu, že je ti jedno jak mi je když tu na tebe čekám, ale mohl by ses příště alespoň zamyslet nad tím, co si dohodneme?“

Ted' od tebe budu chtít reakci na situace, které ti postupně přečtu (následuje práce s pracovním listem A). Máš k tomu nějakou otázku?

3. ROZPOZNÁNÍ VHODNÝCH REAKCÍ

V druhé části pracujeme s pracovním listem B, přečtu ti postupně devět situací. Pod každou situací jsou čtyři navržené reakce učitele. Chtěla bych, aby sis všechny přečetl/a a potom vybral/a tu, která ti přijde nejvhodnější. Při čtení těch reakcí tě můžou k různým větám napadat různé pocity, myšlenky. Prosím, říkej nahlas, co ti běží hlavou, když si budeš číst jednotlivé možnosti.

4. POJMENOVÁNÍ POCITŮ

V třetí části pracujeme s pracovním listem C. Vidíš tam různé pocity. Já ti budu říkat různé věty a ty věty v tobě vyvolají různé pocity. Chtěla bych, abys mi v reakci na to, co ti řeknu, řekl/a první reakci, co tě napadne. Potom pojmenuješ pocit, jak jsi se cítil/a. V tom ti pomůže pracovní list, kde je několik pocitů napsaných. Můžeš říct i jakýkoliv jiný pocit, než jaké vidíš před sebou. Může se také stát, že bys v dané situaci neměla žádnou slovní odpověď, pak zkrátka neřekneš nic a popíšeš jen pocity. Dám ti příklad.

Situace: ptám se učitele na přednášce na materiály ke zkoušce a on odpoví: „Kolegyně, vy jste si opravdu myslela, že vám budu posílat materiály ke studiu jako kdybysme byli na střední škole?“

Má první reakce na to je: „To jsem si nemyslela.“ Cítím se nepochopená, cítím potřebu bránit se a pocit viny.

5. REFLEXE

To, co jsme teď dělali souvisí s efektivní komunikací, která je jednou ze základních podmínek pro efektivní učení dětí. Efektivní komunikace podporuje odpovědnost žáka za své vlastní chování. Respektuje potřeby žáka i učitele, neútočí na sebepojetí žáka a utváří pozitivní vztah mezi žákem a učitelem. Na základě toho, co učitelů komunikují svým žákům si žáci utvářejí vlastní sebeobraz. Proto skrze efektivní komunikaci učitelé pomáhají žákům být odpovědní, samostatní, s pozitivním sebepojetím. Na druhou stranu, pokud komunikace není respektující, vede to u žáků k odporu, stažení se do sebe a pocitům

beznaděje. Žáci si tak tvoří negativní sebepojetí, mají nízké sebevědomí a stávají se závislími na učitelích.

Ted' se vrátíme k odpovědím, které jsi mi říkal/a během rozhovoru.

Co ti ted' ke komunikaci běží hlavou/napadá? O čem přemýšlíš?

Jak jsi vnímal/a to, co jsme spolu dělali? Je něco co sis uvědomil/a?

Považuješ tohle téma za důležité?

Co myslíš, že bys potřeboval/a, abys v té komunikaci ve třídě lépe obstál/a?

Je něco, co bys ted' k té komunikaci potřeboval/a k přípravě jako budoucího učitele?

Chtěl/a by ses ted' něco naučit?

Máš ted' k tomu nějakou otázku? Zůstává ti v hlavě nějaká otázka?

APPENDIX B

Worksheet A in Czech

Pracovní list A - Situace ve výuce

Situace 1: Zadáváš instrukce k další aktivitě a všimneš si, že se spolu Tereza a Tomáš baví.

Reakce učitele:

Situace 2: Právě jsi děti požádal/a, aby si otevřely sešity. Vidíš, jak Petr shodil všechny své věci z lavice na zem a opřel se o židli.

Reakce učitele:

Situace 3: Je deset minut po začátku hodiny. Zadal/a jsi instrukce pro skupinovou aktivitu a všichni žáci pracují. V tu chvíli vidíš Davida, jak přichází do třídy, již po druhé tento týden pozdě.

Reakce učitele:

Situace 4: Zadal/a jsi instrukce pro čtecí aktivitu, sedíš u stolu a žáci si potichu čtou článek z učebnice. Všimneš si, že Ondřej má pod lavicí telefon a místo čtení článku hraje hry.

Reakce učitele:

Situace 5: Zadáváš žákům instrukce pro vypracování cvičení z učebnice. Najednou vidíš, že Pavel z té učebnice (která patří škole) vytrhává stránky.

Reakce učitele:

APPENDIX C

Worksheet B in Czech

Pracovní list B – rozpoznání odpovědí

1. Monika se pohádala s Davidem. Leží na lavici a pláče: „Nesnáším Davida. Nesnáším, nesnáším, nesnáším.“
 - a. Lidi nemůžeš nesnášet, Moniko.
 - b. Pěkně tě rozčiluje, když tě David otravuje.
 - c. Davide! Cos jí udělal?
 - d. To určitě není pravda, ne?

2. Při skupinové práci jedno dítě odešlo od své skupiny a běhá po třídě.
 - a. Markéto, můžeš mi vysvětlit proč nejsi u své skupiny?
 - b. Mohla bys začít dělat to, co máš?
 - c. Markéto, kde máš teď být?
 - d. Už mě nebaví tě pořád napomínat, zbytek skupiny počká až si vzpomeneš, co máš teď dělat.

3. Dítě má při hodině nakreslit obrázek svojí rodiny a potom rodinu anglicky popsat. Když k němu přijde učitel, dítě má hlavu v dlaních a naštvane říká: „Je to hnusný. Já prostě neumím kreslit lidi.“
 - a. Vždyť to máš moc hezké, šup, jenom kresli dál, za chvíli to máš hotové.
 - b. Seš naštvanej, že děláš něco, co ti nejde.
 - c. Není to hnusný. Pujč mi tužku, já ti to nakreslím.
 - d. Tak to vypadá, že malíš z tebe asi nebude.

4. Učitel přijde do třídy a celá tabule je popsaná a pokreslená.
 - a. Jaké máme pravidlo o mytí tabule? Mám vám to zazpívat a zatancovat abyste si to konečně zapamatovali?
 - b. Řekli jsme si, že tabule bude před hodinou čistá, ale pro vás jsou to jenom hloupá pravidla, že jo.
 - c. Máme pravidlo, že na začátku hodiny je umytá tabule. Ta tabule je teď celá popsaná.
 - d. Kolikrát vám to budu říkat. Na nástěnce máte napsané služby a nic.

5. Učitel přijde do třídy a po zemi se válí rozházené sešity a učebnice.
 - a. Ty učebnice patří škole, měli byste se naučit jak se chovat k cizím věcem.
 - b. Když jsou tu všude rozházené sešity a učebnice, nedá se po třídě chodit, mám strach, že se někomu něco stane.
 - c. To se tady tedy musely dít věci o přestávce. Co to bylo a válečné tažení?

- d. Jste bordeláři a ve třídě se nedá chodit, mohli byste uklidit všechnen ten nepořádek?
6. Žák ukazuje učiteli sešit s poznámkami a nešťastně povídá: „Tohle všechno se nikdy nenaučím. Ani vůbec nevím co s tím mám dělat.“
- Zdá se ti, že je toho moc nebo je to na tebe příliš těžké?
 - Ale naučíš, jsi šikovný, to zvládneš.
 - Kňouráním se ještě nikdy nikdo nic nenaučil.
 - Zkus dávat při hodinách větší pozor a určitě to půjde lépe.
7. Žák přijde pozdě do hodiny.
- Štve mě když jsi nezodpovědný a chodíš pozdě do hodin, ruší mě to a musím pak instrukce zadávat znovu.
 - Á, pán se ráčil dorazit. Tak si sedni a začni pracovat.
 - Chápu, že tě to tu nebaví, ale chci, abys tu byl vždy na začátek hodiny.
 - Když přijdeš pozdě do hodiny, musím pak instrukce znovu vysvětlovat, jsem z toho už unavená a naštvaná.
8. Žák si při skupinové práci hraje s telefonem.
- Davide, máš v ruce telefon. Dohodli jsme se, že telefon zůstává po dobu výuky v batohu.
 - Vidím, že tě skupinová práce nebaví a tak sis našel jinou zábavu. Mohl bys ten telefon schovat?
 - Davide, proč máš v ruce telefon, když máme jasně daná třídní pravidla o telefonech v batohu?
 - Ještě jednou u tebe uvidím telefon a budeš si to řešit u třídního učitele.
9. Žák se na začátku hodiny hlásí a říká, že nemá pracovní sešit a učebnici na hodinu.
- Jak sis myslel že budeš bez sešitu a učebnice pracovat?
 - Proč sis nevzal učebnici? Minule jsem říkala, že s ní budeme pracovat.
 - Jak jinak. Tomášek se zase neobtěžoval připravit.
 - Hm, s učebnicí budeme dnes pracovat. Říkám si, co s tím můžeš vymyslet?

APPENDIX D

Worksheet C in Czech

Pracovní list C – pocity

strach	radost	pocit odmítnutí
podřízenost	pocit viny	uznání
pocit nepochopení	pocit bezpečí	klid
pocit spravedlnosti	nepřátelství	naděje
stud	odhodlání	nedůvěra
pochybnosti	pocit respektu	důvěra
frustrace	pocit manipulace	úleva
sebejistota	vděčnost	rozpaky
ohrožení	pocit nerespektu	přátelství
pocit samostatnosti	povzbuzení	vztek
ponížení	potřeba bránit se	pocit jistoty

APPENDIX E

Worksheet D in Czech

Pracovní list D - komunikační bloky

- 1. Nařizování:** „Přestaňte se rozvalovat na židli jako v obýváku a začněte si psát poznámky.“
- 2. Vyhrožování:** „Kolego/kolegyně, ještě jednou nebudete vědět tak zásadní věc a spolehněte se, že u státnic vás projít nenechám.“
- 3. Kritizování, obviňování:** „Já jsem jasně zadala podmínky zápočtu, jestli jste něco z toho nezvládl/a, je to jen vaše chyba a důkaz vaší lenosti a neschopnosti.“
- 4. Interpretace:** „Kolego/kolegyně, vidím, že vás můj výklad nezajímá, tak se můžete zvednout a jít domů.“
- 5. Zjišťování, otázky:** „Můžete mi prosím vás říct, proč jste nevěnoval/a víc času přípravě na zkoušku?“
- 6. Odvádění pozornosti, humor:** „Vypadá to, že se nám tu dneska někdo špatně vyspal.“
- 7. Nepřímá sdělení:** „Nepředpokládám, že byste do konce přednášky dokázal/a odložit ten telefon.“
- 8. Ponížení:** „To asi nebylo moc chytrý dělat úkol na seminář deset minut před začátkem hodiny.“
- 9. Ironie:** „Promiňte, neruším vás? Mám počkat s výkladem než si to dořešíte?“

APPENDIX F

Interview guide in English

Interview Guide

1. INTRODUCTION

Thank you for participating in this interview. It serves as a tool for data collection for a diploma thesis on the topic of communication. It will take about 60 minutes and has three main parts. In each part of the interview we will work with one of the materials that I will share with you in a moment. For the first part it is Worksheet A, for the second Worksheet B and for the third Worksheet C. In each part of the interview I want you to answer a few questions. You do not need to fill in the worksheets; you have them so that you can better follow the interview and fulfill individual tasks. At the end of the interview I will summarize your answers and I will ask you a few more questions about the whole interview. Throughout the interview I would like to ask you to think out loud; say whatever you will be thinking or feeling at each moment. The interview will be recorded so that I can get back to it later. All answers are anonymous and serve only for the purpose of the diploma thesis. Is there anything you need to know? Do you have any questions? Can I turn on the recording? I am sending you the worksheets.

2. PRODUCTION

In the first part we will be working with Worksheet A, please open the document so that you can see it. There are 5 different situations in the worksheet; all of them are from the school environment. Imagine that you are a teacher in an elementary school. I will describe you a few specific school situations and I want you to give me reaction for each situation: a specific statement/response that you would say to the student/students. It is a lower secondary class that you are teaching for about 5 months, you already know the students pretty well. I will give you an example of the task:

Situation: I am a parent and my child comes home late. We agreed that he will come at 11 p.m. and now it is midnight.

My response: “Do you know what time it is? I understand that you don’t care that I have been waiting here for you, but could you next time at least think about what we have agreed on?”

Now I want you to give me responses for the situations that I will read to you. Do you have any question?

3. RECOGNITION

In the second part of the interview we will be working with Worksheet B. Please, open the document with the worksheet. Now I will read you nine school based situations. There are 4 teacher responses under each situation. I want you to read all of the responses and then choose the one that you consider the most appropriate for each situation. When reading the responses various feelings and thoughts can come to your mind. Please say out loud anything that will be going in your mind as you will read the statements.

4. RECEPTION OF FEELINGS

In the second part of the interview we will be working with Worksheet C. Please, open the document with the worksheet. You can see there positive and negative feelings. No I will describe you a situation and tell you a statement; the statement might bring you various feelings. I want you to tell me the first response that comes to your mind after my statement. Then you will label the feelings that you felt. You have the worksheet to help you with labeling the feelings. You can also identify any other feeling that is not mentioned in the worksheet. It is possible that you will not have any response for some situations; if so, only describe your feelings. I will give you an example:

Situation: during a lecture I ask the teacher whether there are any materials available for the exam and he answers: “Did you really think that I would provide you with study materials as if we were in high school?”

My first response is: “No, I didn’t.” I feel misunderstood, I feel guilty and I feel the need to defend myself.

5. REFLECTION AND FEEDBACK

What we have done is related to effective communication, which is one of the conditions for effective learning. Effective communication fosters student responsibility for their behavior. It respects the needs of both teachers and students, does not damage students' self-concept and builds positive relationships between teachers and students. Students build their self-concept based on what teachers communicate to them. Thus, through effective communication teachers help students be responsible, autonomous, with positive self-concept. However, when the communication is not respectful, it leads to students' withdrawal, resistance and feelings of hopelessness. Students build negative self-concept; have low self-esteem and become dependent on the teachers.

Now we will get back to the answers that you gave me during the interview.

What goes on in your mind now? What are you thinking about?

How did you perceive what we were doing together? Is there anything that you realized?

Do you consider this topic important?

What do you think you would need to be successful in communication with students?

Is there anything you would need regarding the communication as a future teacher?

Would you like to learn something now?

Is there anything that you would like to ask now?

APPENDIX G

Worksheet A in English

Worksheet A – School based situations

Situation 1: You are giving instructions for the next activity and you see that Tereza and Tomáš are talking.

Teachers' reaction:

Situation 2: You have just asked students to open their workbooks and you see that Petr pushed all his things off the desk and leaned back in his chair.

Teachers' reaction:

Situation 3: It is ten minutes after the beginning of your lesson. You gave instructions for group activity and all students are working. Suddenly you see David coming late into the classroom for the second time this week.

Teachers' reaction:

Situation 4: You have just given instructions for a reading activity. You are sitting at the desk and students are silently reading an article from the student's book. You notice that Ondřej has a mobile phone in his hands and is playing games instead of reading the article.

Teachers' reaction:

Situation 5: You are giving instructions for an activity in a student's book. Suddenly you see that Pavel is tearing pages from the book, which belongs to the school.

Teachers' reaction:

APPENDIX H

Worksheet B in English

Worksheet B – Response recognition

1. Monika had an argument with David. She is crying with her head on the desk: “I hate David, I hate him. I hate him”.
 - e. You must not hate people, Monica.
 - f. It really annoys you when David bothers you.
 - g. David! What have you done to her?
 - h. You don't feel that way, do you?

2. During the group work one student left the group and is running around the classroom.
 - a. Markéta, can you explain me why you are not at your group?
 - b. Could you start doing what you should be doing?
 - c. Markéta, where should you be now?
 - d. I am tired of admonishing you all the time. The rest of your group will wait until you realize what you should be doing now.

3. Students are supposed to draw picture of their family and then describe the family in English. One of the students has his head in his hands and says angrily: “It's ugly. I can't draw people”.
 - e. It is fine, keep going; you will have it finished in a while.
 - f. You are angry that you are doing something you are struggling with.
 - g. It is not ugly. Give me the pen, I will help you.
 - h. It seems that you won't become an artist.

4. Teacher comes to the classroom and the board is written all over.
 - a. What is the rule about cleaning board? Should I sing it for you so that you can remember it better?
 - b. We have agreed that the board will be clean before our lessons; but it seems that for you these rules are just stupid statements.
 - c. We have the rule that the board is clean at the beginning of the lesson; the board is written all over now.
 - d. How many times do I have to tell you? You have the rules written on the notice board and you don't care.

5. Teacher comes to the classroom and there are notebooks and student's books scattered around the classroom.
 - a. The books belong to school; you should learn how to treat someone else's property.
 - b. When there are books scattered around, it is difficult to walk around the class, I am worried that someone might get hurt.
 - c. What has happened here during the break? It looks like a battlefield here.
 - d. You are sloppy and it is not possible to walk around the class. Can you clean up all that mess?

6. Student is showing notes in his notebook to the teacher and unhappily says: "I will never be able to learn all this. I have no idea what to do".
 - e. Is it that it seems too hard for you or that it is too much work?
 - f. You will be alright, you are a good student and you can do it.
 - g. No one has ever learned anything by whimpering.
 - h. Try to pay attention during the lesson and it will surely be better.

7. Student comes late to the lesson.
 - a. It annoys me when you are irresponsible and late for my lessons. It is distracting me and I have to repeat the instructions.
 - b. I see Mr Cambell has finally arrived. Sit down and start working.
 - c. I understand that you are bored with our classes but I want you to be here always at the beginning of the lesson.
 - d. When you come late I have to stop whatever I'm doing and repeat the instructions; it makes me tired and angry.

8. Student is playing with his mobile phone during a group work.
 - a. David, you are holding a mobile phone in your hands. We agreed that phones will stay in the backpacks during the lesson.
 - b. I understand that you are bored so you found to entertain yourself, but could you put the phone away?
 - c. David, why are you holding the phone despite our rule about phones in backpacks?
 - d. If I see you playing on the phone again I will tell your class teacher.

9. At the beginning of the lesson a student tells the teacher that he doesn't have his workbook and student's book.
 - a. How did you think you would be able to work without the workbook and student's book?
 - b. Why didn't you take the textbook? Last lesson I told you that you will need it.
 - c. As always. Tomáš didn't bother to prepare for the lesson.

- d. Hmm, we will be working with the textbook today. I wonder what kind of solution you could come up with.

APPENDIX I

Worksheet C in English

Worksheet C – feelings

fear	happiness	rejection
inferiority	feeling of guilt	appreciation
misunderstanding	safety	calmness
fairness	hostility	hope
shame	resolution	distrust
doubts	respect	trust
frustration	manipulation	relief
self confidence	gratefulness	embarrassment
threat	disrespect	friendship
autonomy	encouragement	anger
humiliation	the need to defend oneself	certainty

APPENDIX J

Worksheet D in English

Worksheet D – Communication roadblocks

1. **Commanding:** “Stop lounging on the chair and start taking notes”.
2. **Threatening:** “If you show lack of knowledge of such an important thing once again be sure that I won’t let you pass the state final exams”.
3. **Criticizing, Blaming:** “I have clearly defined the criteria for the exam, if you have failed to meet them it is just your fault and a proof of your laziness and incompetence”.
4. **Interpretation:** “Colleague, I can see that you are not interested in my lecture. So please, leave the room”.
5. **Questioning, Probing:** “Could you tell me why didn’t you spend more time preparing for the exam?”
6. **Withdrawing, Humoring:** “Looks like someone didn’t get a good night sleep today”.
7. **Indirect statements:** “I don’t suppose you could put away your phone until lecture is over, do you?”.
8. **Humiliating:** “It wasn’t very smart doing the assignment ten minutes before the seminar started”.
9. **Irony:** “Excuse me, am I bothering you? Should I wait with the lecture until you finish your small talk?”

SUMMARY IN CZECH

Tato diplomová práce se zabývá potřebami začínajících učitelů v komunikaci pro zvládnutí chování žáků. Pozornost je věnována především principům efektivní komunikace a vysvětlení její důležitosti jak z hlediska učení, tak z hlediska osobního rozvoje žáka. V práci jsou představeny konkrétní principy efektivní komunikace, které lze použít při řešení problémových situací ve výuce. Pro praktickou část práce byla použita metoda strukturovaného rozhovoru, v kterém účastníci výzkumu postupně produkovali a rozpoznávali reakce na dané školní situace, pojmenovávali své pocity a následně celý proces rozhovoru reflektovali. Cílem práce bylo zhodnotit, do jaké míry jsou budoucí učitelé schopni reagovat na situace ve třídě pomocí efektivní komunikace, zjistit, zdali rozpoznají efektivní komunikaci od komunikačních bloků a identifikovat jejich potřeby v oblasti komunikace pro zvládnutí chování žáků. Výzkum ukázal, že budoucí učitelé nejsou připraveni na řešení problémových situací ve třídě, nedokáží reagovat na situace ve třídě bez použití komunikačních bloků a při výběru z možných odpovědí volí jak komunikační bloky, tak efektivní odpovědi jako vhodné. Všichni účastníci výzkumu uvedli, že se necítí připraveni zvládnout chování žáků a že jim v rámci profesní přípravy chybí předmět, kde by se o komunikaci více dozvěděli. Tato zjištění poukazují na problém v profesní přípravě učitelů, neboť studie ukazují, že nedostatečná komunikační kompetence pro zvládnutí chování žáků je jeden z důvodů proč začínající učitelé odcházejí ze škol.