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Diplomová práce

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Application of Discipline Theories in the EFL Classroom and its Impact on Learners' Target Language Use

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedené prameny a literaturu.

V Pardubicích dne 30.11.2022 Podpis .....

"*It is the teacher's generosity, not accuracy, that counts*."

Haim Ginott

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List of abbreviations

ELT	English language teaching
EFL	English as a foreign language
L1	Language one, native language

Abstract

Although discipline strategies form an essential part of classroom management, little research has been undertaken on how the application of various discipline models impacts on effectivity of classroom work. The major aim of this thesis is to analyse whether there exists a correlation between application of specific models of classroom discipline and the learners' use of target language in primary school English lessons. The study deals with specific features of primary EFL learners, use of L1 and target language in lessons, and EFL lesson structure. It also identifies and briefly describes seven discipline theories mainly used in EFL classrooms. The practical part assesses the ratio of application of these individual theories as well as the use of target language. Findings of the thesis suggest that in relation to the learners' target language use ratio in classroom, there are no considerable differences among individual discipline models applied in EFL lessons.

Introduction

The diploma thesis deals with discipline approaches, models and theories in ELT and their impact on effectivity of ELT lessons as for the ratio of target language use. Discipline forms an integral part of classroom management and it plays a vital role in creating a learning-effective environment. It seems that the way of upbringing children and educating them has generally shifted towards a more liberal approach and maintaining discipline has thus become one of the foremost concerns and challenges to many teachers. Although there are multiple models, plans and theories to help teachers deal with such challenges, it is still up to every individual teacher to carry out a careful analysis of their classroom and select the model that best meets their criteria. Drawing from over a decade of my own practical experience as a teacher, I have realised that application of an appropriate discipline model in ELT classroom can help both teachers and learners achieve their goals in less strenuous manner. In addition, when an appropriate discipline theory is successfully implemented in lessons, it builds a stronger rapport of learners with their teacher and makes them more cooperative. Therefore, I have decided to examine which discipline theories and models are used the most in ELT classrooms and identify how the use of different discipline plans impacts the ratio of target language use.

The theoretical part of the diploma thesis introduces specifications of primary EFL learner and outlines the way learners' target language is perceived in EFL lessons, with major focus placed on primary lessons and their structure. Furthermore, it presents and describes seven discipline approaches and methods, focusing on the main features of these in practical application in ELT classroom. The theoretical part also determines a set of theories and models of discipline maintenance that form the centre of the research.

The practical part of the diploma thesis deals with learner's use of target language in ELT lessons and how it is related to discipline model that teachers use in the classroom. The first section assesses some of the available research methods and presents the methods that are most suitable for the practical part of the thesis. The research itself was carried out in a form of questionnaire survey among teachers of English language at randomly chosen primary schools in Pardubice and Chrudim

region. Using a series of carefully chosen close-ended Likert scale questions in a tailor-made questionnaire the research intends to determine a set of discipline plans that are applied across the involved primary schools. The ELT professionals from these schools were asked to complete this questionnaire online. The survey was carried out anonymously. The practical part focuses on identifying the extent to which the target language is used in ELT lessons of these same schools and the final section of the practical part examines the possible relation between specific discipline plans and ratio of target language use in answering the research question. The practical part thus identifies the extent to which the target language is used in ELT lessons of 3-5 grades of the schools involved in the research and which discipline theories are applied in these lessons. The main aim of the research is to identify whether implementing a certain discipline theory influences the ratio of target language use and whether application of particular discipline theory in ELT lessons results in greater effectivity in target language use.

1 Learners' Target Language Use in Primary EFL

The question of target language use in EFL lessons has been long discussed by methodologists and education professionals. Although it is widely believed that teachers should generally incorporate the target language as much as possible in their EFL lessons, numerous variables need to be considered by the teachers when identifying the best ratio of the target language and L1 in lessons, the predominant variables being the learners themselves, their age and learning context. This chapter therefore deals with the learners' target language use in EFL lessons as well as with specific features of primary learners. As EFL is a compulsory part of education in the Czech Republic from the 3rd grade od primary school, the thesis deals mainly with learners form 3rd to 5th grade.

1.1 Primary EFL Learner

Many researches have been carried out in the field of learners and their specific features across ages and cultures, most of them identifying differences between adult and young learners. Oliver and Nguyen (2018, p. 11) state that "children process language differently and draw on different aspects of brain structures than adults" as they have greater neurological plasticity. Due to this, they are greatly sensitive to phonetics, lexical and grammatical cues of the language. This is supported by Betáková et al. (2017, p. 107) who claims that children in lower primary and primary age are capable of "perfectly imitating for instance pronunciation, *or* intonation (later the phonological filter of the mother tongue influences the quality of pronunciation)". Besides the natural advantage of brain plasticity, there are other features of primary learners of the age seven to ten years that play crucial role in their educational process. According to Moon (2005) , the specific features of primary learners are the following:

- they have a natural desire to communicate and use language creatively

Oliver and Nguyen (2018, p.11) comment on the natural desire to communicate by claiming that "children appear to be more willing to communicate, are often greater risk takers than adults and are more willing to provide feedback to each other". Betáková et al. (2017, p. 107) also states that children are not anxious about making

mistakes and as they are also naturally curious, they do not perceive potential mistakes as hindrance to their communication.

- they go for meaning

Scott et al. (1990, p.3) claims that children of the age eight to ten years have already formed their basic concepts, can tell the difference between fact and fiction and rely on the physical world to convey and understand meaning. Brewster (1991, p. 29) takes this further by mentioning the Piagetian concept of developmental stages of children, reminding of the concrete-operational stage in which children of ages four to eight are, "where learning develops only when it is heavily contextualised in concrete situations", whereas later on, by the age of eleven, children move to stage of formal operations and are capable of more abstract learning. Moon (2005) concludes by stating that unlike older children who focus on words more, the younger children have instinct for "interpreting the sense or meaning of a situation" and they use the provided context to work out the meaning first, without paying attention to the words.

- they need to have fun and feel at home

Scott (1990, p.5) states that children love to play and they learn best when they are enjoying themselves. She adds that children concentration and attention spans of the primary age group children are short, so variety is a must. Otherwise, the children tend to get bored easily, which Brewster (1991, p.27) confirms. There is also a need to build a functional environment in which the child feels safe. Security, as Scott (1990) mentions, is "not an attitude or an ability, but it is essential if we want our pupils to get the maximum out of the language lessons". As Moon (2005, p. 10) expands, "if they feel at home in the classroom, they are more likely to participate and take the risk".

- they need physical action

Children between seven to ten years of age have a lot of physical energy and need to be physically active. Betáková et al. (2017) suggests that a TPR method is suitable for their EFL lessons, as it "promotes variety, movement and physical activity that all primary school learners need".

- they use "chunks of language"

As suggested by Oliver and Nguyen (2018) , children in primary schools do not learn in a formal way using the same cognitive mechanisms as adults. Rather, they learn more implicitly, absorbing the natural bits of the language together. As Moon (2005) adds, it is common for the children to pick up these "language chunks" in informal contexts and use them to help them communicate effectively with a very little language.

All of the above-mentioned features of primary learners need to be taken into consideration by the EFL teacher in order to achieve effective learning.

1.2 Target Language and L1 Use in EFL

Finding a balance between L1 and the target language use in ELF lessons has proved a challenge for generations of teachers. Many studies have been carried out about this topic and as Littlewood and Yu (2009) state, after reviewing studies in several countries, Turnbull and Arnett conclude "there is near consensus that teachers should aim to make maximum use of the target languages." Oliver and Nguyen (2018, p. 101) partly confirm this by stating that "not so long ago allowing students to switch to their home language was actively discouraged" but add that "research has since shown that it can actually have some positive benefits". Indeed, as Betáková et al. (2017, p. 19) suggests, insisting on learners' using solely the target language can lead to loss of motivation, decrease in attention and sometimes to greater tiredness in pupils". Betáková further adds that there are specific cases in which using L1 is beneficial, for instance when checking that learners understood instructions correctly or when explaining new vocabulary. Penny Ur (2016, p. 33) , one of the great advocates of using L1 in EFL, claims that "normally, you can get the idea across in a fraction of time if you use L1, and then use the time you've saved to let the students hear, read and try using the target language themselves" and adds that "the fact that students have a mother tongue is an asset, not a hindrance". On the other hand, Harmer (1991, p.38) claims that the vast majority of students in the world study languages for about two and a half hours per week, for about 30 weeks per year, "which is not much time when compared to the time taken by children to acquire their first languages". Therefore, according to Harmer, we need to question whether our teaching is "cost-effective." Moreover, as Littlewood and Yu (2009) state, for most students the classroom is the only opportunity to be exposed to the language. This can be

promoted by Krashen's Comprehensible Input hypothesis. Input is the language to which learners are exposed. It is essential that learners have this exposure as much as possible, without it, no learning can occur. As noted in Oliver and Nguyen (2018), according to Krashen's "i+1" principle, the learner should be exposed to input "just beyond their current stage of development". As Brewster concludes (1991, p.24) "research has shown that comprehensible input is a key factor, which is especially important when dealing with young learners." It is therefore important to apply such approach in EFL lessons and encourage learners' target language use as much as possible.

1.3 Primary EFL lesson structure

The lesson structure in EFL primary education copies the structure of general lessons as outlined in recommended didactic procedure. For the purpose of this thesis we shall presume the EFL lessons in standard primary education are delivered in a form of mass frontal lesson. As Kalhous, Obst et al. (2002, p. 296) inform, there are several types of such lessons. However, the most common and the most frequently used lesson type in recent education system is the "combined lesson". According to Kalhous, Obst et al. (2002), such lesson consists of the following parts:

- introductory part, administration, completing attendance register, motivation etc.
- recycling and revision of the subject matter covered earlier, homework checking
- presentation of a new subject matter
- review and practice of the new subject matter
- summary of the new findings, conclusion
- assigning and explanation of homework

As it is presumed that the learner's target language use differs in each of the individual parts of a lesson, the survey of this thesis uses similar division of lesson structure in order to increase precision of the results.

2 Models of discipline

Discipline encompasses a set of teachers actions aiming towards creating a classroom environment that enables and supports effective learning process. The learning process can be disrupted by multiple causes and discipline serves as a tool by which teachers prevent disruptions from happening or, in case disruptions have already occurred, by which they correct unpreferred behaviour or conciliate conflict situations. As classrooms across the world are multidimensional, one can hardly presume there exists a one-size-fits-all approach to maintaining classroom discipline. This chapter, therefore, introduces and compares seven unique models of approaching discipline in classroom. These seven models also form the basis of this thesis' practical part.

2.1 Historical Background

As Morris and Howard (2003) confirmed, educators have been finding it hard to cope with disruptive and uncooperative students since the days of the one-room schoolhouse. However, as this thesis focus lies solely on the measures applied in the 21st century, attention is paid to historical background directly preceding the present era, dating no further back than the second half of the 20th century.

Historically, the teacher's role has been primarily to deliver factual and subject-based knowledge. In the early 20th century a teacher was empowered with instant authority which "the society reinforced by the high esteem in which it held educators." (Canter, 1992, p. 6) As Allen (1996) confirms prior to 1960's teachers were able to assert their authority and rarely needed to apply disciplinary measures on their pupils. However, in the early 1960's the methods deriving from natural authority of teachers ceased to function. As teachers needed to address disciplinary issues with increasing frequency, several techniques were utilised to mitigate disruptions. Allman and Slate (2011) list verbal reprimands, corporal punishment, after-school detention, in-school suspension, out of school suspension and fines among these. Hand in hand with social development, some of these techniques gradually became unacceptable as breaching individual pupils' rights. Therefore, a need for a new approach towards maintaining order in school classroom emerged. constraints." In pursue of effective and socially

acceptable methods which enable teachers to deal with student inattention and classroom disruption, a number of models were developed mainly in a decade from 1969 to 1979 (Allen, 1996). These methods are introduced in the following part of this chapter.

2.2 The Kounin Model

In his book *Discipline and group management in classrooms* Kounin (1970) summarizes and analyses over two decades of research in the field of maintaining order and applying discipline measures in educational context. Based on his research, Kounin (1970, p. 144) identified several key techniques that create "an effective classroom ecology and learning milieu". These key features of Kounin's model of approaching classroom discipline are presented below.

2.2.1 Withitness

As Cangelosi (1988, p. 16) highlights, one of Kounin's studies major implications "involves the impact of a teacher's withitness on the behaviours students exhibit in classrooms." The term withitness was coined by Kounin (1970, p. 74) himself, who suggests that in order to achieve managerial success, it is crucial for the teacher to demonstrate that they are "with it" in the classroom. He further refers to the term simply as to teacher's "demonstrating that she knew what was going on." Marzano (2017, p. 83) expands the definition by adding it shall be understood as a teacher's "being alert and aware of what is occurring in the classroom at all times". This particular aspect of teacher's work is demonstrated by their ability to react promptly and adequately to classroom events as they occur. According to Cangelosi (1988, p. 16) students tend to judge whether teachers do or do not have this ability if they:

1. take an immediate and consistent action when problems occur and suppresses this misbehaviour exactly in the students who caused them
2. two cases of misbehaviour arise at the same time, the teacher correctly assesses the seriousness of each and pays attention to the more severe one first
3. the teacher decisively deals with any off-task behaviour, thus preventing it from expanding or spreading among students

Withitness therefore consists of series of actions that teachers use to create a perception among students that the teacher is alert, attentive and aware of what is going on in the classroom at all times.

2.2.2 Smoothness and Momentum

Smoothness and momentum represent another feature that Kounin identified as crucial for maintaining a fruitful environment in the classroom. He shortly defined the smoothness and momentum as parameters which "measure how the teacher manages movement during recitations and at transition periods." (Kounin, 1970) The meaning of *movement* Kounin talks about is not the physical movement of lesson participants, rather it describes movement of lesson activities and the way transitions between them is controlled by the teacher. If the activities are well organised and transitions between them well managed, learners stay on-task and potential disruptions are effectively eliminated. Kounin's idea is supported by Ur (2012, p. 246) who includes the smoothness as one of the necessary features for disciplined classroom. She states that if the "teacher knows where he or she is going, activities are well prepared and organised, and awareness that the sequence of events is clearly organised, boosts teacher confidence…*thus*… contribute to good discipline." However, it is not important only to monitor the whole group's progress and activity transitions, as disruptions often arise from individuals who cannot keep up with the rest of the class and become "lost" in the curricular work. Kyriacou (2007, p. 91) suggests it is as essential to pay attention to individual learners as it is to the whole group. He mentions that decisions about altering activities and the pace of the lesson need to also be made about individual students as in order to sustain their involvement they might require working at a different pace or on a different activity.

Kounin (1970) himself identified two main mistakes in arranging classroom's smoothness: jerkiness and slow-downs. Jerkiness occurs when a teacher fails to arrange a smooth transition from one activity to the other. Kounin suggests jerkiness can be avoided if teachers adopt techniques such as giving clear instructions, establishing classroom routines and completing a task before engaging in another one. Slowdowns represent delays and waiting between activities. Charles (1992, p.33) describes slowdowns as "over-dwelling, that is spending too much time giving directions and explanations" as well as spending too much time on presenting details

rather than the main idea. He concludes by emphasising that however minor the issues of smoothness and momentum keeping might seem. Kounin (1970, p.82) concluded from his investigations that a teachers' ability to manage smooth transitions and maintain momentum was "more important to work involvement and classroom control than any other behaviour-management technique."

2.2.3 Group Focus

Teachers hardly have opportunities to work individually with their pupils in a whole class format. In order to achieve optimal learning , it is thus necessary to engage all students in the learning process. Kounin was aware of this and emphasised the notion of the whole group concentration on the same task at the same time is essential to productive classroom. Charles (1992) summarized the main features included in group focus as:

- group format
- accountability
- attention

Group format involves work with groups of students in formats that are usually larger and encourage involvement of all participants, thus avoiding more group members waiting while one student attends to a task. Accountability represents responsibility of each of the students to learn all the facts and concepts presented in the classroom. This can be conveyed through a series of techniques such as everybody holding response props, group members checking up on one another, calling out unison answers or simply writing down the answers that are randomly checked and called out later on. Attention as the third element of group focus involves all members of the group being on-task and focusing on the activity at all times. This can be done by avoiding predictability of patterns in classroom work and offering variety of processes.

2.2.4 Avoiding Satiation

The last out of Kounin's four key features that impact classroom climate is avoiding satiation. General meaning of the word satiation as defined in *Longman dictionary of contemporary English* (2003) is "to satisfy a desire or need for something… especially so that you feel you have had too much." The classroom

satiation therefore relates to moments of students being overwhelmed to an extent one's concentration is no longer sustainable at a high level and starts decreasing. Students with lower focus lose their grasp on in-class activities and have a general tendency to avoid finishing a task as they are no longer interested in it. However, satiation not only occurs when students are overwhelmed and too challenged, it also occurs when they are not challenged enough. Scrivener (1994, p. 18) links the satiation to boredom and concludes it happens in classrooms when material used is simply too difficult or too easy. Ur (2016, p. 15) emphasises that "boredom is a key cause of discipline problems" and suggests changing the activity in case the teacher sees that students are growing weary of it and move on to something more interesting to get, even if it means not completing the task. Kounin himself outlined three possible remedies to satiation which are summarized in Charles (1992) as providing students with a sense of progress at all stages of a lesson, keeping them adequately challenged throughout and, most importantly, provide a variety of activities.

Dr. Kounin's model of discipline derives from two decades of his research and suggests there are four major parameters of educator's work that should be paid attention to. These parameters include a well-planned order or activities and transitioning between them, alertness and awareness of a teacher, setting up correct group format and presenting a wide range of appropriately challenging activities. If all above-mentioned is applied, all perquisites for achieving a smoothly running, attentive and well-disciplined classroom are in place.

2.3 The Skinnerian Model

Dr. B. F. Skinner is known as the father of behavioural theory of school psychology called operant conditioning. The major principle of Skinner's theory derives from a fact that any behaviour is conditioned by its consequences. In other words, what immediately follows our course of actions has an impact on how and if we take the same course of actions in the future. In terms of behaviour management, a general conclusion that underpins the behaviourist approach was made by Cangelosi (1988, p. 33) : "Behaviours, (i.e. responses) that are followed by rewards (i.e. satisfying or pleasant stimuli) are more likely to be repeated than behaviours that are not. Aversive stimuli or punishment following a behavioural response tends

to discourage that response from recurring. “Although some teachers and educational psychologists have been finding the principle of rewards and punishments obsolete or even, as Celce-Murcia (2014, p. 523), claims, “rather undesirable” it is together with behaviour modification one of the key features of Skinnerian model of classroom discipline.

2.3.1 Behaviour Modification

The general assumption that lies under the behaviour modification theory is that the students behaviour requires such modification in order to maintain classroom effectivity. Unlike Kounin, whose model features strategies that are primarily preventive and used to eliminate causes of potential disruptions, Skinner’s main strategies deal with corrective measures. In other words, it is expected that students naturally misbehave and their behaviour requires a certain extent of modification.

The behaviour modification works on the principle of operant behaviour, it manipulates the environment of students in pursue of desired behaviour. As Bendl (2005, p. 156) puts it, it works if a certain undesired behaviour that we want to suppress is punished and analogically to it, behaviour that is desired and preferred is rewarded. Bendl (2005, p. 179) also reminds of Helus’s principles that are recommended before one starts with behavioural modification. These include:

- set out the target behaviour
- compose a step-by-step plan, identifying individual activities that you want to reward to strengthen good behaviour
- create a plan of strengthening good behaviour, set out how and which student actions you reward and for how long

Charles (1992, p. 47) follows up by claiming “behaviour modification is maximally effective when used in an organised, systematic and consistent manner.” It is also only effective when used immediately after the behaviour that we wish to promote or suppress occurred. However, Cangelosi (1988, p. 34) points out that many criticise modification of behaviour as neglecting the character development of students, absenting natural connection of the presented reward to behaviours they encourage and last, but not least, that “conditioning student’s behaviour is suggestive of treating human beings as if they are robots that lack free will. It is, therefore, important

for individual teachers to consider whether using any of the strategies corresponds to his or her internal values.

2.3.2 Positive Reinforcement

Positive reinforcement is defined by *Longman Dictionary of Contemporary English* (2003) as something that happens "when you give someone praise or rewards for their behaviour or good work, so they want to continue doing it well. Cangelosi (1988, p. 36) defines the same as a "stimulus presented after a response that increases the probability of that response being repeated in the future" and claims that "people will not retain a behavioural patter or establish a new one in the absence of positive reinforcers." Any kind of praise, be it a gesture, verbal compliment, or giving a good grade, is a positive reinforcement and serves as effective tool to support the desired behaviour in pupils.

2.3.3 Negative Reinforcement

Similarly to positive reinforcement, negative reinforcement is used to encourage preferred behaviour in students. According to Charles (1992, p. 44), the term is frequently misunderstood as many perceive it as labelling punishment that will suppress undesired behaviour. In fact, negative reinforcement increases the likelihood of good conduct. The principle working behind the negative reinforcement is in taking away what the student dislikes as a reward, rather than presenting him or her with something that they like. An example of negative reinforcer may be allowing students not to complete their homework on condition they score grade B and higher in their exam. Positive and negative reinforcements are often used in parallel.

Many, including Ginott, whose own discipline model is presented further in this thesis, or Berger, Strasser and Woodfin argue that students may build a form of addiction on rewards and that for students to be their best selves, an intrinsic motivation is necessary. Berger, Strasser and Woodfin (2015, p. 5) claim the necessary motivation cannot be achieved by "compliance to rules or by external rewards and tracking system." Another critical view on praise in classroom was presented by Dr. Nováčková (2022) in her TEDx Prague talk called *How a desire to learn changes into mark collection*, in which Nováčková explained how the natural

curiosity and willingness to learn in children is gradually suppressed by the omnipresent system of incentives and rewards.

2.3.4 Punishments

In case the behaviour modification and positive and negative reinforcement fail to deliver the desired result in form of expected student conduct in classroom, Skinner suggests using various forms of punishments in order to prevent the situation from escalating. In comparison to positive or negative reinforcement, punishments deliver a much faster effect. Punishment, according to Kyriacou (2007, p. 96), is essentially a formal action that is taken by a teacher and results in the students feeling unpleasantly. As Kyriacou outlines, there are three main purposes to use punishments:

- retribution: any wrongdoing is followed by morally deserved punishment
- deterrence: pupils will avoid misbehaviour in the future for fear of consequence
- rehabilitation: a pupil will be helped to understand the moral code and the need to behave well in the future

Charles (1992, p. 45) notes that Skinner himself initially believed "that punishment could suppress behaviour, but not eradicate it. He later had to change his mind, based on experiments he conducted." Although punishments may seem to be a quick and effective tool of correcting misbehaviour, similarly to rewards, it has many shortcomings. Ginott (1972, p. 151) points out that "children know that punishment is rarely administered for their benefit, that it serves the needs of the punishing adult." Charles (1992, p. 45) warns that using punishments might cause "side-effects that might override the best educational intents" and that in case students perceive punishment as unfair, malicious or excessive, it may result in "feelings of retaliation towards the teacher or other students, or withdrawal." Charles suggests that punishments are always used only in cases when the teacher is sure students had previously been informed on what is expected of them and what follows if they do not comply. Moreover, if the teacher decides on using punishment, it should always be "depicted as the logical consequences that follow misbehaviour". In any case, frequent use of punishments leads towards deterioration of teacher-student relationship and therefore must always be used after a thorough consideration.

Dr Skinner's discipline model includes powerful tools of controlling classroom environment. According to Kyriacou (2007, p. 103), advocates of this approach argue

that using this approach "enables teachers to be more consistent, systematic and effective in how they deal with discipline problems". However, some of the features of the Skinnerian model have recently received negative criticism as absenting respect towards individual character development of students and as destroying the natural drive of students for learning. Nevertheless, as the tools Dr. Skinner introduces are uncomplicated in use and their effects are delivered quickly, it is assumed the Skinnerian model is still one of the mainstream approaches to discipline today, despite its recent controversies.

2.4 The Ginott Model

Dr. Haim Ginott created a discipline approach that could not differ more from the one of F.B. Skinner. Ginott (1972, p. 178) was inspired by J.S. Kounin and in his book *Teacher and Child* publicly acknowledged Kounin's work for focusing on prevention, rather than on handling misbehaviour. He also gave Kounin credit for creating a discipline model that created "classroom ecology and learning milieu devoid of punitive." Ginott's approach can possibly best be described by a following quote of his: "In discipline, whatever generates hate must be avoided. Whatever creates self-esteem must be fostered" (Ginott, 1972, p. 148). The main features of his approach are listed below.

2.4.1 Sane Communication

Ginott claimed that teachers need to be very careful about their choice of words. He promoted respectful communication towards pupils and invited teachers to use descriptions rather than emotionally motivated word sets. Cangelosi (1988, p. 23), in summarising Ginott's work, noted that "what may seem only a subtle difference in a way teachers consistently use language can be a major determinant in how students view themselves and how they are willing to cooperate." Similarly to Dr Nováčková in her *To Respect and To be Respected,* Ginott noted that respecting others is in a great deal demonstrated in messages we send to them. What Nováčková sees as respectful communication, Ginott (1972) calls "sane messages". In fact, the core of both concepts lies in understanding the power of words and making adequate, unharmful choices, when communicating in classroom. A teacher may not always understand a student's

background, opinion or causes of his or her behaviour. At such moment, a communication gap can be bridged by a an objective and factual description of the situation.

All teachers have at some point found themselves in difficult situations, when students "pushed their button" and in which they were driven to the very edge of their self-controlling mechanism. Ginott (1972) suggests it is healthy for a teacher to admit their feelings objectively. Nevertheless, under no circumstances should the teacher "lose it" and project his or her frustrations and feelings of anger on the students. Admitting anger can be done in a simple descriptive statement "*I am really angry now."* as opposed to "*You made me really angry."* which imposes guilt on the addressee. After factually acknowledging one's anger, the teacher should move to deal with the problem in an objective way. As Berger, Strasser and Woodfin (2015, p. 18) comment, "keeping your cool in these situations is not always easy, but it has deep rewards. When you can handle challenge or conflict in a manner that displays self-control, you earn respect of student." Cangelosi (1988, p. 24) summarises the recommended behaviour as:

- indicate you are angry
- display complete control of the situation
- never resort to name calling, sarcasm or insults
- get back to business at hand and re-engage students in learning activity

As Ginott himself concludes "effective discipline requires teachers remain *laconic*. Authority calls for brevity." (Ginott, 1972 p. 158)

2.4.2 Avoiding Labels

Ginott suggested that a teacher should by all means avoid labelling students' deeds and emotions. Similarly to using sane messages he perceived using words to label someone's actions and feelings as disrespectful and inadequate. Berger, Strasser and Woodfin (2015, p. 37) give example in stating "students should hear *you made a poor choice*, not *you are a bad kid*. " and emphasize that "We need to use the language of choice to let students know that they are not doomed to be a bad kid – they made a poor choice, they can make better choices." Although the following reactions to a child's failure to thank the teacher for help are similar, the impact that

a change in the pragmatic aspect of the message created by choice of words and tone makes on the addressee of those messages is immense:

- You are rude, Anita.
- It was rude of you, Anita.
- You didn't say thank you, Anita.

Similarly, a massive difference in perception of the message by the addressee is made in cases of labelling emotions:

- You are very angry.
- I can see you probably are very angry.

Ginott suggests teachers never judge or depreciate student's emotions. He also states it is crucial teacher understands the power of the choices they have and always is cautious and aware that their comments touch on inner feelings of children. As well, teachers should be careful not to lessen self-esteem or diminish self-worth (Ginott, 1972, p. 148). However, it is not only the negative feelings such as rudeness or anger that a teacher should avoid labelling. Ginott is adamant about not using any forms positive labels, praise or prognoses either. In fact, he even claims that "labelling is disabling" (Ginott, 1972, p. 169). Cangelosi expands on this by adding that some teachers might presume they gain more control over the students if they praise them or label them instead of paying attention to their work and results only. However, what these actions of teachers lead to is "students' self-esteem being dependent on what others think of them." (Cangelosi, 1988, p. 25)

2.4.3 Inviting Cooperation

Inviting cooperation principle is used by Ginott as means of students' gaining more independence. If a teacher decides on everything that goes on in the classroom, he or she merely instructs and imposes his or her will onto students. However, if students are invited to cooperate and co-form the lesson and its setting, they are not only given choice, they are also given responsibility. Acting on their own choice is a very responsible task. If, for instance, the teacher offers watching a part of a TV-series related to current curriculum in silence with a follow-up discussion or reading a story in a magazine, whatever choice the group of students make binds them to keep good conduct. The students, however, are given choice not only among certain in-class

activities, but also when it comes to the amount of work they do (Ginott, 1972). As Charles (1992, p. 52) indicates, Ginott suggests presenting student with not one, but several possible solutions and options to choose from, so that they have a sense of control over what is happening in their classroom. He adds that given these opportunities, students "come to depend less on the teacher for motivation and direction…*and*…are more likely to live up to standards of behaviour they have set for themselves.

2.4.4 Absence of Punishments and Rewards

One of the crucial features of Ginott's discipline model is a total absence of punishments. Ginott (1972, p. 148) claims that to "punish a child is to enrage him and make him uneducable." He further adds that the "best weapons of a teacher are distaste in violence and civilised disbelief in punishment…*as*…punishment is pointless. It fails to achieve its goal. No child says to himself, while being punished, I am going to improve. I am going to be a better person, more responsible, generous and loving." (Ginott, 1972, p. 151) Instead of punishments, Ginott strongly advocates prevention and respect towards children that result in elimination of disruptions.

2.4.5 Setting an Example for Students

Last, but not least, Haim Ginott states that a teacher should set example for his or her own students. Any behaviour you demonstrate in a classroom serves as an example for your pupils. As Berger, Strasser and Woodfin (2015, p. 20) note, in situation in which you for instance manage to self-control and handle your emotions "proactively and respectfully", you not only shield your students from their immediate impact, but also "provide a model for how they can independently self-regulate." By demonstrating self-control, fairness and discipline in yourself, you foster these qualities in your students.

To sum up, the main points of Ginott's discipline model are as follows:

- describe the situation factually (do not get emotionally biased)
- be brief
- recognise and respect your student's emotions as well as your own ones
- avoid labelling and praise
- invite cooperation and let students decide on the course of your lessons

- avoid punishments and discourage violence
- be a an example for your students and model appropriate behaviour

The above-mentioned features are far from the mainstream practices of the early 21st century schools and their educational paradigms. However, as alternative approaches to education are gradually rising in number, it brings about wider use of respectful and student-centred discipline models such as Ginott's one.

2.5 The Glasser Model

Dr. William Glasser created multiple theories that helped shape modern approach to psycho-therapy. His positive attitude to discipline or famous *Reality Therapy* are acknowledged as valid contributions to improving interpersonal relationship in and out of the classroom. Glasser (2022) claims that unlike other mammals, who have four basic needs (to survive, to love and belong, to have freedom, to have fun) , people developed a fifth need which he calls „a need for external control". According to Glasser, it is this need for power and control that causes dependencies and dissatisfaction in people. These affects can be mitigated by learning to make correct choices about the situation in which a person is at that particular moment with the primary focus placed on improving relationships with others (Glasser, 2022).

People who fulfil their basic needs are satisfied, those who do not are frustrated. Glasser understood that apart from the need for survival, all other four needs are present in the school environment. Therefore, the key principles of his discipline model derive from the four needs that require satiating in order to keep people pleased and are very closely tied together.

2.5.1 Involvement

Involvement in the classroom means freedom. Freedom can be exercised in many areas. According to Charles (1992, p. 117) the major ones are freedom of choice, freedom of self-direction and freedom of responsibility and in order to achieve these freedoms in a classroom, teachers need to stop functioning as dictators who instruct their students what to do, and become "lead-managers" who stimulate and help. Charles suggests that teachers who comply with this engage in the following activities:

- discussing the curriculum and identify the main topics of interest of the group
- discussing with students the nature of schoolwork they wish to involve in
- demonstrating, encouraging, providing students with good tools and good uncoercive environment to enable their work
- organise classroom meetings in which social climate and the rules of work and behaviour are discussed and agreed upon by the students

The question of controlling the students in a classroom which Glasser considered inherently wrong, goes sharply against Skinner's theory and against opinions of many ELT methodologists. For instance, Ur argues that the teacher must be in control of the classroom. She states that "the underlying responsibility for the control of any disciplined classroom has to be in the hands of the teacher." (Ur, 2012, p. 245) Glasser, on the other hand, believed that the disciplined classroom has to be in hands of the students. As Cangelosi (1988, p. 26) describes, Glasser involved students in both – rule making and rule enforcing processes. He also set up a series of regular group and one-to-one meetings as "tools for leading students to rationally choose how they will behave relative to school activities." The idea of holding regular group meetings as well as meetings with individual students might seem a time-consuming one, however, one might presume it also is one of the most effective ways of agreeing on system rules, monitoring and providing feedback on how these rules are kept. In turn, the classroom changes from teacher-controlled to student-controlled one. It is apparent that for Glasser, teacher's involvement does not demonstrate through power and control. Quite contrarily, the teacher should express empathy and care. Harmer supports this view in stating that teachers find inspiring a class much easier "if their students believe that they are genuinely interested in them and available for them" (Harmer, 1998, p. 3). Glasser emphasizes that "closeness is necessary to help a person fulfil his needs" and adds that "we must reject the idea that it is good to be objective with people; objectivity is only good when working with their irresponsible behaviour. Treating children as objects rather than as people who desperately need involvement to fulfil their needs only compounds the problem." (Glasser, 1965 p. 18) Here Glasser's approach corresponds to Ginott's who similarly suggested teachers strictly divide students' activities and behaviour from their personalities.

2.5.2 Promotion of Good Choices

It goes without saying that providing students with options for involvement brings about their need to make choices. Glasser believed teacher's should free themselves from directing students, rather they should assist students in making sound choices by providing them with relevant information. For example, if a student refuses to finish an assigned task, a teacher should inform the student about the consequences that their decision will have. As Allen (1996) claims, the consequences should always follow any good or bad behaviour of the student, but they should always be reasonable. He further described Glasser's approach in stating that "students are rational beings capable of controlling their own behaviour." There is, therefore, no acceptable excuse if a student chooses to misbehave.

Glasser suggests that the main focus of teachers should be placed on student's decision making process that influences their reality here and now. As opposed to Harmer (1998) , who claims it is crucial to take into account such factors as learner's backgrounds or past learning experiences, in Glasser's view, there is no need to consider deeply the background from which the students come or their personal histories. Their responsibility in the classroom is to make a relevant choice in a real time to fulfill their needs and everyone has a natural power to choose correctly. The teacher should aid students in making correct choices by providing factual context of the reality and offering guidance in form of asking about the choices. According to Glasser (1965, p. 58), it is wrong to be afraid to openly ask "Are you doing right or wrong?" or "Are you taking the responsible course?" He adds that if recognition of the fact someone's behaviour is wrong or irresponsible is strengthened, it serves as a powerful motivation towards change for that person. Therefore, teachers freely express praise when a responsible behaviour is demonstrated and disapproval if it is not.

Glasser's approach enables a class-wide discipline establishment. His procedures can be practiced without prior training, "allowing teachers evaluate the effect on classroom climate and morale" (Cangelosi, 1988). Although adopting this approach in a classroom might seem challenging, as Bendl (2005, p. 219) concludes, the researchers "noted a slight improvement as a result of application of this method."

2.6 The Dreikurs Model

In his renowned book *Maintaining Sanity in the Classroom* (1971) Dr. Rudolf Dreikurs outlines major principles that form his democratic approach to classroom discipline. Many teachers acknowledge Dreikurs's work mainly as a valuable source that help them identify reasons behind students' behaviour. Similarly to Glasser, Dreikurs thought of discipline as of freedom to choose from available options while at the same time being able to understand natural consequences following that choice. His ideas also partially correspond to Ginott's, as Dreikurs too resented punishment. To Dreikurs (1971, p. 21), discipline does not mean punishment. It means a foundation of social living and acquiring it is an ongoing process that leads towards self-discipline. The essential ideas behind the Dreikurs discipline model are formed by a role of a teacher, attitude towards punishments and reward and, perhaps most importantly, by identification of causes that trigger certain behaviour in children.

2.6.1 Democratic Teacher

Dreikurs' view of the teacher's role is rather similar to that of Ginott. Dreikurs identifies three different types of teachers. Autocratic teachers who use power to exercise their control over the classroom, permissive teachers, who do not provide children with safe boundaries and limits within they can orientate themselves, and democratic teachers. According to Dreikurs, the major aim of any teacher should be to build and nurture a classroom environment that is of positive, accepting and non-threatening nature (Dreikurs, 1971, p. 27). Charles (1992, p. 64) describes the prototype of Dreikurs' democratic teacher as follows:

- they provide guidance and leadership by establishing rules and consequences
- they motivate students from within
- they maintain order and at the same time allow students to participate in decision making
- they teach that freedom is tied with responsibility
- they allow students to choose their own behaviour
- they teach students to accept consequences for their choices

Last, but not least, Dreikurs (1971, p. 28) adds that "the teacher should not be concerned with her own prestige", as the preoccupation with one's authority may

prove rather counterproductive. In any classroom, the role of a teacher is crucial to its overall functional setting. It is apparent that there are many similarities in teacher's position within Dreikurs' and Glasser's model. However, while Glasser (1965) believes the teacher should leave the dynamics of the classroom and its rules and setting predominantly upon children, Dreikurs suggests the teacher is leading and guiding the process of forming the rules and classroom setting, helping to shape these factors in a way that increases the likelihood of the setting being procreative and comfortable for all students. Once the rules are set, students are expected to behave according to them and the teacher does not remind students of them. However, the teacher monitors how the students abide by the rules and in case they the rules are not respected, the teacher provides students with information on what natural consequences will follow their behaviour and allows them to reconsider their actions.

2.6.2 Consequences and Encouragement

Unlike B. F. Skinner, whose discipline model is grounded in use of positive and negative reinforcement in the form of various rewards or punishment, Dreikurs rejects the use of these as limiting students on their freedom. He believes that if students are rewarded for their good behaviour, they "may then only work in order to get his reward and stop as soon as he has achieved his goal". The very same point is made by Dr Nováčková in her speech on education. Nováčková (2011) suggests that if a teacher rewards a certain task, the children will no longer choose to work on the task from their own will and desire if the incentive system is missing. This way, teachers, often unconsciously, manipulate students' choice and deprive them of its freedom. Instead of rewards, Dreikurs suggests teacher use encouragement. According to Dreikurs, "it is crucial that teachers recognise the difference between praise and encouragement. Praise is usually given when a task or deed is well done or completed." Encouragement, as Dreikurs (1971, p. 71) states, should be given when a child is struggling with a task, as well as when the child is simply on-task or is attempting it. This is supported by many educators. Underwood, for instance, claims that encouragement should be given to "students who are making a real effort, not just to those who are being successful." (Underwood ,1987, p. 40) Dreikurs (1971, p. 73) also draws attention to differences in underlying relationship power dynamics of praise as compared to encouragement as in:

- I’m so proud of you getting good grades (you are high in my esteem).
- I’m so glad you enjoy learning (adding to your own resources).

or

- Aren’t you wonderful to be able to do this.
- Isn’t it nice that you can help?

Apparently, just like Ginott, Dreikurs is avoiding personal assessment of the student’s character and personality. Rather he promotes describing their achievements in an objective manner and mentioning how it makes us feel, without relating that feeling to how we perceive the child.

Similarly to Ginott’s and Glasser’s model, Dreikurs’ model is spared of punishments. Instead, he promotes using of natural consequences that bear “direct relationship to the behaviour and must be understood by a child.” (Dreikurs, 1971, p. 29)

2.6.3 Mistaken Goals

Everything that we do is done out of certain motives. Dreikurs’ basic assumption is that all children want to belong and be accepted members of a social group, as well as that they can control their behaviour and choose to act upon their needs and wants. Charles (1992, p. 65) noted that if students do not succeed in getting the recognition and status that they want through “socially acceptable means, they turn to mistaken goals which produce antisocial behaviour.” Dreikurs identified these goals as follows:

- attention getting
- power seeking
- revenge seeking
- displaying inadequacy (Dreikurs, 1971)

These, according to Charles, are usually displayed in sequential order, i.e. if a child does not succeed in attention seeking, they move to power seeking etc. Dreikurs suggests that a teacher should use the awareness of these four mistaken goals to identify the motive behind children’s actions and once that is done, the teacher can approach the behaviour adequately and effectively.

The Dreikurs model of discipline advocates a democratic approach to students, promotes freedom of choice and emphasises importance of bearing responsibility for consequences of one's choices. Charles (1992, p. 75) comments that of all the models of discipline, Dreikurs' has the "greatest potential for bringing about genuine attitudinal change among students". However, he also notes that this system produces results only slowly and requires counselling skills that most teachers do not have. Bendl, speaking of discipline models that identify motives behind students behaviour, claims that these models "showed some positive effects on self-esteem , attitudes and place of control, but the effects on behaviour are not unequivocal." (Bendl, 2005, p. 221)

2.7 The Jones Model

Dr Frederic Jones spent decades by experimenting in the classroom and observing teachers who are naturally gifted in managing classrooms following an objective of perfecting the methods teachers use within a classroom and make them both effective and affordable (Fredric H. Jones and Associates, 2020).As Cangelosi presents, Jones found out that over 50% of classroom time is lost due to off-task behaviour. Moreover, he found out that 80% of that time is lost due to students talking off-task, daydreaming or goofing off (Cangelosi, 1988, p. 18).Therefore, he created a classroom management method that deals with these particular issues and which is aimed

at salvaging the potentially wasted time. Jones' theory is mainly based on teacher's role, in which a teacher is an authority, sets the classroom rules and observes that student abide by them. The ways in which teacher does so is incorporated in usage of the following techniques.

2.7.1 Body Language and Proximity

Body language is a key essence in ELT and any teaching generally. Berger, Strasser and Woodfin (2015, p. 10) suggest that as a teacher in a classroom, "the most powerful communication from you comes before you even say a word – from your posture, your look and the energy you exude". For Jones, as in Charles (1992, p. 87) "good discipline depends mostly – 90% - on effective body language." According to Jones, students can read the teachers body carriage, facial expressions and gestures. If

all of these features are sending a message of strong leadership, it helps create teacher's authority. Jones also particularly stresses the eye contact. He says that "unwavering eye contact on the part of the teacher signifies calmness, which is interpreted as self-confidence." (Jones, 1987 p. 90)

Proximity in another powerful tool of dealing with misbehaviour. Harmer supports this stating: "most successful teachers move around the classroom to some extent. That way they can retain their students' interest." (Harmer, 1998, p. 16) In his speech *Strategies to Take Control of Noisy Students* Jones (2022) confirms that "natural teachers spend very little time in front of the classroom…they come up with any excuse to be among the students. If they are a second grade teacher reading the story, they walk in the classroom reading the story etc. ." All in all, the importance of being alert, confidently looking and physically active plays the leading role in keeping the classroom going well. As Jones comments on the most effective teachers he observed "...they have such good eye contact and such good proximity that the likelihood of children misbehaving is minimal." (Jones, 2022)

2.7.2 Incentives

Incentive system is, in other words, system of rewards presented to students for reaching an assigned goal. However, Jones does not refer to rewarding students individually, rather he suggests including the whole class in a reward system that is real. As Cangelosi (1988) puts it, if a teacher motivates students to work via a competition where the 3 first finishers get an extra A grade, this fails to motivate the standard and lower achievers of the classroom as they are well aware of the fact their chances to succeed are minimal. On the other hand, if a teacher offers to dedicate a part of the class to activity of purely the students' choice on condition they complete an assigned assignment within certain time limit in a good quality, it not only includes the whole class but also offers students a real reward for their work. As previously mentioned, though, the incentive/reward system does not foster the intrinsic motivation of students. As well, we can presume that a class is heterogenous in terms of academic achievement and potential. Therefore, Jones' incentive system may peer-pressurize children whose pace is slower.

2.7.3 Effective Individual Help

A great deal of classroom time is spent by teachers repeating instruction that they already have given before. Many renowned educators came up with a variety of solutions. Ur (2016, p. 42), for instance, suggests that a teacher needs student's undivided attention before giving instructions – facing you as a teacher, with full-eye contact. Nevertheless, even the most experienced and professional teachers still do come across situation in which students need individual help as they, for multiple reasons, did not manage to understand what the teacher had instructed them to do. Jones (1987, p. 9) insists that in order to reduce teacher's workload, any such help must be provided in as short time as possible while at the same keeping high level of effectivity to enable students proceed independently with the task. However, while being brief, the teacher must keep a positive attitude towards a student. Charles mentions that Jones trained teachers to provide individual help in 20 seconds or less for each student. The main steps of providing quick help effectively are:

- approach a student and quickly find something they have done correctly, mention it favourably (your work is very neat/ good job here)
- give a straightforward hint or suggestion that will get the student going (follow step 2 on the chart/ regroup here)
- leave immediately

In other words, be positive, be brief, and be gone (Charles, 1992 p. 89).

The Jones method provides teachers with valuable set of practical tips on how to support students, prevent misbehaviour and even correct minor discipline issues. Its advantage is that no specific training is required in order to effectively adopt this approach, as well as the fact that a teacher can only choose a part of the model, without having to apply the whole "package". However, as Charles suggests one can hardly expect teachers read Jones' research and "walk into the classroom the next day transformed." (Charles, 1992) Even though the principles underlying Jones' method seem easy to grasp, one might need to put a good amount of practice in them before using them effectively in a classroom.

2.8 The Canter Model

The Canter's model of Assertive Discipline® is a joint product of Lee and Marlene Canter. Similarly to Fred Jones, the Canters researched work and teaching styles of successful teachers and from the findings of their research they put together the Assertive Discipline® programme. Charles notes that in the USA, hundreds of thousands of teachers and administrators have taken graduate courses or workshops of this programme, making it "not only the most popular of such systems, but also the most discussed and, possibly, the most controversial." (Charles, 1992, p. 94) As Bendl summarizes, the Canter's programme is formed by emphasizing the teacher's rights to "define and enforce standards of student's behaviour". Among other features of the Canters' approach are clearly defined rules and expectations and a system of rewards and punishments (Bendl, 2005, p. 221).

2.8.1 Assertive Teacher

According to the Canters, every teacher should be aware of his/her own rights in the classroom as well as of the students' rights. The setting of the classroom environment should provide for both parties meeting their rights. Unlike various resources that place students' need in the centre of the focus, the Canters express their worries about such attitude. It is essential for a teacher to know how he/she wants and needs the students to behave and to be aware of the fact they can enforce such behaviour. As Cangelosi (1988) presents, a teacher should formulate plans that encourage students' on-task behaviour and discourage their off-task one. The teacher, therefore, should have a list of clearly defined desirable conduct that they insist on following through. Charles (1992) suggests that once the teacher defines their expectations and makes a list of them that includes no more than six items, they present and demonstrate them to children and together they go through them to fine tune them and to make sure everybody understands. The students must know exactly what is expected of them. The rules and standards should be reviewed periodically and reminded vigorously in any case of misconduct.

2.8.2 Limits and Positive Consequences

Following a system of rules, the Canters suggested teachers always have a system of limits and are ready to follow through if the students do not comply with them. According to Charles, this means for the teacher the following:

- make promises about the actions, positive or negative, you are to take
- select appropriate consequences – both positive and negative - in advance, discuss with the children and make sure everybody is aware of what you agree upon
- always set up a system of negative consequences that you can easily enforce

As Charles suggests, the negative consequences should escalate, so for instance for the first misbehaviour, the teacher writes a student's name on the board as a warning, for the second, he puts a tick to student's name on the board and the student is placed in time-out for 10 minutes, for the fifth, the student meets with the principal (Charles, 1992).

2.8.3 Help from Parents and Administrators

Quite unlike other discipline models, the Canters are persuaded the teacher deserves full support from administrators and parents and has the right to require it regularly. Harmer (1998, p. 131) agrees with this opinion as his suggestion for cases when students are uncooperative is "Enlist help: teachers should not have to suffer on their own!" As Canters (1992, p. 16) themselves proclaim, as a teacher "you have the right and responsibility to ask for assistance from parents and administrators when support is needed in handling the behaviour of students." The active role of both parents and school administrators is a firm part of Assertive Discipline® programme.

Lee and Marlene Canter's model bears similarities with other discipline programmes, such as Skinner's positive reinforcement or Glasser's promotion of choices followed by consequences. However, in many aspects the model is unique, for instance the requirement for parental support or insisting on meeting teacher's rights as well as the student's ones. It is one of the most popular discipline programmes in place, but, as Charles states, many educators are sceptical towards it as they perceive it too militant and overpowering children (Charles, 1992).

3 Summary of the theoretical part

The aim of the theoretical part was to introduce specifications of primary EFL learners and outline the way learners' target language is perceived in EFL lessons, with major focus placed on primary lessons and their structure. The theoretical part also provided a basic theoretical frame of seven models of discipline that are at the centre of focus of the research part of this thesis.

The first part of the thesis introduced the specific features of primary EFL learners, the perception of learners' target language and L1 use in lessons as well as the EFL lesson structure.

The second part was dedicated to introduction and analysis of the following seven discipline models:

- the Kounin model
- the Skinnerian model
- the Ginott model
- the Glasser model
- the Dreikurs model
- the Jones model
- the Canter model

Each of the presented models bears unique features and offers a set of tools for teachers to deal with indiscipline or disruptions, as well to prevent these from happening and supporting good conduct of students.

On the basis of the information presented in the theoretical part, the practical part examines the ratio of the learners' target language use in individual parts of EFL lessons, determines the discipline models applied in the same lessons and aims at identifying a corelation between using certain discipline models and effectivity in learners' target language use.

4 Research Questions and Hypotheses

The research part of this thesis deals with the use of target language in primary ELT and attempts to assess whether there exists any correlation between the ratio of the learners' target language use and discipline models that teachers prevalently apply in their lessons. As in the primary sector the EFL is compulsory from the 3rd grade, the research target group was formed by learners of 3rd to 5th grades.

In the first part of the research, the ratio of the learners' target language use is established. The second part of the research aims at finding out which of the seven discipline models teachers predominantly apply in EFL lessons. The final part examines any potential correlations between the two research components. Overall, the goal of the research is to provide answer to the following research questions:

- To what extent is the learners' target language used in ELT lessons of 3-5 graders across randomly chosen primary schools in Pardubice and Chrudim region?
- Which discipline theories are applied in primary school ELT classrooms of 3-5 graders across the primary schools in Pardubice and Chrudim region?
- Does the application of specific disciplinary theories correlate to the learners' use of the target language in primary school English lessons of 3-5 graders across the involved primary schools?
- Use of which discipline theories in primary school ELT lessons of 3-5 graders enables the most effective use of the target language?

The hypotheses of the author were based on her own teaching practice spanning over nearly two decades, as well as on findings of some of the research investigating similar phenomena. Marzano (2017), for instance, concluded that well-disciplined classrooms create environment which encourages learning and teaching. In terms of EFL lessons, however, apart from the productive environment itself, there is also a need for the learners to be willing to communicate in their second language. Many variables

may influence whether and how the learners actively communicate in the second language. Presumably, one of the most powerful ones being the teacher's attitude to students and the classroom climate the teacher pre-sets. This very closely relates to application of discipline models. In some, the teacher's role is rather authoritarian, in some authoritative, in other the teacher is a leader or a guide who assist students with setting the classroom environment for themselves. The way mistakes and misbehaviour is dealt with within the discipline model also impacts greatly on how students feel. The author presumes that friendliness and openness are among the attributes that support willingness of the learners to produce the target language in EFL lessons. This is supported by findings of Khodarahmi and Nia (2014), whose research investigated the same correlations as our research. The results show that "it is the positive strategies, such as recognition/reward or involvement which can profoundly affect learner's attitudes and turn the language classroom into a friendly and safe environment where learners' willingness and ability to use English can be fostered." Although the findings of Khodarahmi and Nia were based on students' subjective perception of the discipline strategies, we may presume they reflect the reality in an undistorted manner. The author's hypotheses were therefore as follows:

- There exists a correlation between application of specific disciplinary theories and the use of target language in ELS lessons of the 3-5 grades taught in primary schools where the research was carried out.

- Use of discipline theories and plans based on student involvement and non-authoritarian, student over-powering role of the teacher leads to greater use of target language in ELS lessons of the 3-5 grades taught in primary schools where the research was carried out.

The above-mentioned research questions are answered by the research findings that are presented in sections 6 and 7 of this thesis. The hypotheses are evaluated and compared towards the research findings in section 8.

5 Methodology

Due to complexity of the research questions, the author chose to use a quantitative survey as a method of data collection. The author agrees with positivists who "regard research methods that produce quantitative data as more reliable than other methods" (McNeill, et al., 1990, p. 17). As well, the data collected via a quantitative method are more systematically organised and therefore easier to interpret. The primary method of data collection for the research of this thesis is a survey questionnaire. Therefore, the survey is based on hard data obtained from the participants and is non-experimental. The quantitative research will be carried out in form of correlational design as it enables the author to "use the data to measure the degree or association (or relationship) between two or more variables or set scores." (Creswell, 2018, p. 12)

5.1 Survey Questionnaire

The research was carried out in the form of an anonymous questionnaire that was created online. The author opted for an online version of the questionnaire to increase accessibility as well as the level of participants' comfort. The researcher decided to use only a survey questionnaire as a research method rather than mixed methods, as it enhances the likelihood of receiving genuine reflection of the respondents' discipline approaches. The researcher presumes that their physical presence in ELF lessons during observations would highly likely lead to a change in behaviour of both the teacher and learners. Also, in case of interviewing the respondents, the loss of anonymity might lead to changing the responses by the respondents in order to make a better impression on the researcher. Therefore, an anonymous online questionnaire was chosen as the best survey method for our research.

The questionnaire's first part is composed as a set of seven closed-ended questions in a form of Likert scale. These seven questions focus on the topic of target language. In order to increase precision of the outcome, the author divided the standard EFL lesson into parts such as beginning of the lesson, recycling, covering of the new subject matter, practising etc. The participants are asked to evaluate the ratio of the learners' target language use in these seven different periods of their typical lesson.

The second part of the questionnaire comprised of 35 closed-ended questions investigating use of certain discipline management techniques. Based on the theoretical part of this thesis, the author singled out typical features which represent the presented models of discipline and created a set of five questions for each of the models. The participants were then asked to assess the ratio in which they used these typical features. In order to prevent bias, the questions were mixed and presented in a random order.

The last part of the questionnaire included a series of five open-ended questions the aim of which was to provide space for the participants to word their own answers and share their methods of handling discipline issues. The answers were then assessed according to procedure that the teachers described and matched to the corresponding discipline model. In case no or insufficient answer was provided, the question was not included in the research results.

Although the questionnaire is rather lengthy and the estimated completion time is 15 minutes, the author decided to keep the number of questions in order to gain valid data on the learners' target language use and discipline models used by the participants.

5.2 Background

The research was carried out anonymously among teachers of primary schools in Pardubice and Chrudim region. The data was collected in the period of 2 months in autumn 2022. The participants of the research were teachers of primary schools teaching English as second language in classes ranging from the third to the fifth grade.

The author contacted all primary schools in Pardubice and Chrudim region and asked the schools' administrators for cooperation in the form of forwarding the questionnaire to primary ELT professionals who teach English to 3rd to 5th graders at the school. Initially, the response rate was below any author's expectations. Therefore, the author decided to increase the response rate by offering an incentive to teachers for participating in the research. Following this intervention, the response rate increased to reach the final number of 54 completed questionnaires. This number is perceived as sufficient by the author in order for the research to provide relevant results.

5.3 Research Properties

The key to any research producing valuable outcome is formed by its properties. The properties of this thesis are commented on in the following section.

5.3.1 Reliability

The survey method is regarded reliable, as the participants answer a set of given questions that are not influenced by questionnaire variables. The questions are organised systematically and are answered online, without the researcher being present and participating anyhow actively in questioning the participants. Personal influence of the researcher on the results is therefore negligible. The environment in which the participants complete the questionnaire is chosen by the participants and the potential impact of the environment cannot be assessed. However, it is assumed that the influence of the environment in which the participants take the research is not determining. Provided that the respondents answer the questions realistically, based on their true perception of their ELT lessons, the outcome or the research represents reliable data.

5.3.2 Validity

Definition of validity is that it is a "true picture" of what is being studied" (McNeill, et al., 1990, p. 9). Here, we must be aware of the fact that the results of our research might not reflect the objective reality. As McNeil (1990) states, the respondents "might genuinely believe what they are saying, but actual observation of what they do might well produce a different picture." When the research is carried out about how individual people perceive the reality around them, it always must be considered that we are collecting people's attitudes which may not, necessarily, reflect the reality around them. However, as ensuring objective observations of ELT lessons would be too demanding for time, finance and GDPR legal frame of the observed sample, the author opted for the survey questionnaire method, bearing in mind the validity of the outcome might be biased by the respondents' subjective interpretation of reality.

5.3.3 Representativeness

The research was carried out among the teachers of third to fifth graders in primary schools of the Pardubice and Chrudim region. The survey was anonymous, so the author cannot precisely specify the sample of respondents in terms of their age or gender. What we can, however, be certain of, is that the respondents are teachers of primary schools in the given region. In total, 54 respondents took part in the research and shared their attitudes on their students' target language use as well as their discipline techniques. According to our estimate, there is about 200 teachers from Pardubice and Chrudim region who could potentially take part in the research. The number of respondents therefore represents approximately 25% of the total number of teachers in the researched locality. It would, perhaps, be too daring to claim the research sample is a relevant sample for the whole of the country, taking into consideration there are differences between individual regions and also given the total number of potential respondents. However, the sample of 25% is solid ground for the research to represent the Pardubice and Chrudim region.

6 Target Language use

The main concern of the practical part was to assess whether there exists a correlation between the ratio of the learners' target language use in ELT classroom and the discipline approaches that are applied in the lessons. In order to collect data about the ratio of the learners' target language use, a tailor-made on-line questionnaire with Likert scale questions was designed and distributed among participating teachers. As previously stated, all participants were teachers of English whose native tongue is Czech. Although a high expertise in English might be expected among the participant group, the original questionnaire was designed in Czech to avoid possible misinterpretations as well as to increase the response rate due to presumption that teachers might be more prone to providing their answers to a Czech questionnaire than to an English one. As the results are based on rather subjective feelings of individual teachers, the author attempted to receive more precise data by dividing a lesson into several general parts and asked the participants to assess the estimated target use ratio in each of these units. For the original Questionnaire, see Appendix 1.

6.1 Analysis of the Questionnaire Answers

Results presented in the analysis below were rounded to one decimal place. All figures from this section are presented in Appendix 2.

QUESTION 1

To what extent do your pupils use the target language (English) at the beginning of your lessons?

The first question aimed at collecting data about the ratio of using English by pupils at the very beginning of English lessons. This period is typically associated with transitioning the pupils from the free time of their breaks back into the learning process and fulfilling necessary administrative tasks, such as completing the attendance record. Out of 54 respondents, 6 (11.1%) responded their pupils use the target language in less than 20% of the time, 25 (46.6%) respondents stated their pupils use English in between 21–40% of the time, 6 (11.1%) responded their pupils use the target language within the scope of 41–60%, and 9 (16.6%) respondents stated their

pupils use English as much as between 61-80% and 8 (14.6%) stated the usage was between 81 – 100%. See Figure 1.

QUESTION 2

To what extent do your pupils use the target language (English) when reviewing the subject matter already covered?

This question collected information about the learners' target language use during the revision and recycling of the subject matter covered in preceding lessons. Interestingly, scopes of target language use between 0–20%, 21–40%, 41–60% and 81–100% were all chosen as an answer by 2 (3.7%) respondents each, making the 60–80% by far the most prevalent option, having been chosen by 46 (85%) of respondents. See figure 2.

QUESTION 3

To what extent do your pupils use the target language (English) when covering and explaining the new material?

The third question scrutinized the use of English by pupils in the phase of EFL lesson when they tend to be least active as the teacher often needs to explain and present new facts and context. None of the respondents stated their pupils use English more than 81% of this time. 12 (22. 2%) respondents stated the scopes of target language use were between 0–20% and 61–80%. 6 (11%) respondents thought the range between 41–60% was the best matching to their pupils English use, as the predominant percentage was taken by 21–40%, being voted for by 24 (44.4%) of the respondents. See Figure 3.

QUESTION 4

To what extent do your pupils use the target language (English) when practicing new material?

Contrary to its previous question, question 4 bears the presupposition of rather high percentage of target language use, as typically learners actively engage in practising exercises during this period of lesson. Again, the general presupposition confirmed as a correct one. None of respondents marked the scope 0–20% as the one used by their pupils, which was also true for the scope between 41–60%. 12 (22.2%) respondents

stated their pupils use English between 21–40%, 15 (27.7 %) respondents chose 60-80% as most valid and most respondents, 27 (50%) opted for 61–80%. See Figure 4.

QUESTION 5

To what extent do your pupils use the target language (English) while checking work results and assigning tasks?

Question five collected data about lesson period in which work of pupils is checked and assigned. Results show that none of the respondents claimed the pupils use less than 20% of target language in this part of the lesson. 12 respondents (22.2%) stated the use of target language ranges between 21–40%, 4 (7.4%) between 61–80%, 11 (20.3%) between 81–100% and most of the participants claimed the use of target language in this period is within the scope of 41–60%. See Figure 5.

QUESTION 6

To what extent do your pupils use the target language (English) in the summary of the subject matter and the conclusion of the lesson?

This question focused on information about summarizing and concluding part of the lesson. Out of the 54 respondents, none claimed their pupils use between 0–20% or between 81–100% of target language in this lesson phase, 6 (11.1%) respondents claimed their pupils use English between 21–40%, 13 (24.1%) marked 41–60% and the majority of respondents, 35 (64.8%) stated English is used in 61–80% of this particular lesson phase. See Figure 6.

QUESTION 7

To what extent do your pupils use the target language (English) when transitioning between activities and parts of the lesson?

The last question of the learners' target language use questionnaire part aimed at collecting data about moments of transitions in EFL lessons, i.e. moments when activities are changed and pupils need to finish one task and progress onto another. Again, none of the respondents marked either of the scale's ends as the one matching the ratio of their pupils use of English. 24 (44.4%) respondents stated the use is between 21–40%, 4 (7.5%) between 41–60% and the majority of 26 (48.1%) between 61–80%. See Figure 7.

The table below summarizes the numbers of responses for each lesson period:

Table 1

TARGET LANGUAGE USE	0 - 20	21 - 40	41 - 60	61 - 80	81 - 100
BEGINNING OF THE LESSON	6	25	6	9	8
REVISION	2	2	2	46	2
EXPLAINING NEW SUBJECT MATTER	12	24	6	12	0
LANGUAGE PRACTICE	0	12	0	27	15
CHECKING, ASSIGNING	0	6	13	35	0
SUMMARIZING, ASSESSING TASKS	0	12	27	4	11
TRANSITIONS	0	24	4	26	0
TOTAL	20	105	58	159	36

Table 1: Summary of target language use responses

The following table provides overview of the average ratio of the learners' target language use in percentile for each of examined EFL lesson phase:

Table 2

TARGET LANGUAGE USE	AVERAGE RESULT IN PERCENTILE
BEGINNING OF THE LESSON	45.5
REVISION	66.3
EXPLAINING NEW SUBJECT MATTER	36.6
LANGUAGE PRACTICE	66.7
CHECKING, ASSIGNING	60.7
SUMMARIZING, ASSESSING TASKS	55.2
TRANSITIONS	50.7
TOTAL	**54.5**

Table 2: Summary of results – target language use ratio in EFL lesson phases

From the above presented tables of results it is clear that the respondents consider some lesson phases less effective in terms of the learners' target language use than other, with the period of lesson in which a teacher explains new subject matter generally considered the least effective. The other end of the scale is represented by practicing new subject matter and revision/recycling, in which over 66% target language use was reported.

7 Discipline Model Application

The second part of the questionnaire consisted of a series of 35 closed-ended questions in a form of Likert scale, followed by a final part of five open-ended questions. All the questions were aimed at finding out which of the seven models of discipline the respondents prevalently use in their EFL lessons. The author was certain the results will prove that each teacher uses more than one single discipline model, as many teachers mix single techniques from various discipline approaches in order to tailor-make the approach which best fits their own classroom environment. However, the major objective of the research was to find out features of which discipline approach are used predominantly.

The closed-ended questions in the first part of the questionnaire provided the researcher with a set of data based on feelings and beliefs of the research participants. The following range of answers was available to respondents to choose from:

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

example of Likert scale used in the research

Each question represented application of a technique or feature typical of a certain discipline method. The researcher measured occurrence of these techniques in EFL environment of individual teachers. In order to achieve objective results, the researcher prepared a reference for each survey questionnaire received and awarded each "strongly agree" answer with 2 points and each "agree" answer with 1 point. Not only the mere occurrence of the feature but also intensity of its application were taken into consideration. Answers marked as "strongly disagree", "disagree" and "undecided", the researcher awarded with 0 points. The method of producing the final result then consisted of counting the numbers of points for questions of each of the seven discipline models individually and then determining features of which were awarded the highest number of points and were, therefore, present the most in the given teacher's EFL lessons.

Although, as McNeill, et al., (1990) suggest, "it is difficult for the researcher to organise the answer into categories in order to count them", the author of the study

decided to include the open-ended questions in order to enable the respondents to share their discipline methods and views. Deriving from the theoretical part knowledge base, the author of the research analysed the provided answers and organised them in discipline model categories. If the answer showed predominant features of one single approach, the researcher awarded it with 2 points. If the features were a combination of 2 techniques, the researcher gave 1 point to each of those techniques. However, if the provided answer was too vague to be correctly assessed, apparently misunderstood or not provided by the respondent, the researcher awarded it with 0 points.

The example of reference table of the Discipline Model Application part of the research is shown below.

Kounin	1, 1, 1, 1, 1, 2
Ginott	1,
Glasser	1, 1,
Canter	1, 1, 1, 1,
Dreikurs	1, 1, 1, 2
Jones	2, 1, 1, 1, 2, 1
Skinner	2, 2, 1, 2, 2, 2, 2,

Table 3: Example of the reference table

In this particular table, the applied discipline model is Skinnerian Model, as features of this model occurred most frequently and were applied with the greatest intensity.

The result analysis of obtained responses is presented in the following part of this chapter.

7.1 Analysis of the Questionnaire Answers

Results presented in the analysis below were rounded to one decimal place. The numbering sequence continues as in the original survey questionnaire.

QUESTION 8

The rules of conduct in the classroom during English lessons are set solely by me as a teacher.

This question reflected the way teachers work with rules. The whole survey questionnaire included several questions of the same category. However, it is only in Jones' discipline method in which the teacher, from his role of authority and leading

manager of the class, sets rules without discussing them with students or involving students in making the rules. 50% of the respondents strongly agreed with this statement, 33,3% agreed, 27,7% answers were out of measured interest.

QUESTION 9

When working with children, I focus more on the outcome than on how we arrive at it.

The ninth question represented Ginott's discipline model as the major result-driven model out of the seven models presented. None of the responses indicated a strong agreement with this statement and only 33,3% indicated agreement. Other answers were not awarded any measurable value and were therefore unimportant.

QUESTION 10

If my students succeed in something, I praise them.

Praise as a reward is a typical representative of the Skinnerian model. Other discipline models focus on positive consequences, encouragement or objective comments made about students' effort or their work result. As praise is a popular tool with teachers, the author's expectation was that the occurrence of praise will be high. This was confirmed with 81,4% respondents reporting they strongly agreed and 11,1% agreed. Only 4 (7,4%) out of the total 54 respondents chose an answer that was awarded null value.

QUESTION 11

When working in class, I focus on my straight posture.

Posture and the powerful impact of body language is placed a special emphasis on in Jones' discipline method. Although many teaching professionals are aware of the fact body language plays a significant role, the results show not many focus on their posture in EFL lessons as only 9,2% reported they strongly agreed with the statement and 33,3% reported they agreed, The majority of the answers - 57,7% - were out of measured interest.

QUESTION 12

I offer pupils the opportunity to volunteer extra work and homework. I do not require their processing from those who do not want them.

Inviting students to work and learn without instructing them or requiring them to is a typical feature of Ginott's method. 22.2% of the survey participants strongly agree, 33.3% agree, the remaining 45.5% of the answers were awarded null value.

QUESTION 13

I am an example for children – I do things the way I want children to do them.

Setting an example to students and being a role-model to them in terms of behaviour and discipline setting is a forming elements of Ginott's theory. 9.2% responses indicated a "strongly agree" answer, 70.3% responses indicated an "agree" answer, the remaining 20.5% answers were given null value.

QUESTION 14

Pupils invent rules of behavior in the class independently, I just help with formulation and writing.

Question 14 reflected a specific way of dealing with setting rules which is used in Dreikurs model of democratic classroom. 9.2% responses indicated a "strongly agree" answer, 44.4% responses indicated "agree" answer, the remaining 46.4% answers were out of measured interest

QUESTION 15

If someone in the classroom interrupts and disturbs the work of others, I shout at them and make sure the disturbance stops immediately.

Question 15 reflected the Skinnerian approach of handling disturbances immediately, in an authoritarian manner. Shouting at students is a form of punishment as it attracts negative attention of the whole class. However, in case the classroom dynamics goes wrong, it is also one of the fastest tools available to teachers. 33.3% of respondents strongly agreed with this statement, 44.4% agreed and answers of 22.3% were out of the measured scope.

QUESTION 16

I regularly hold short individual meetings with pupils where we talk about their achievements.

Question 16 handled the area of communication, focusing on Glasser's system of individual meetings in which the teacher discusses student's learning progress with students one to one. In the Czech Republic there is a standardised way of holding meetings with parents to provide them with feedback on their children, leaving

children themselves out of the process. This was reflected in the results, as none of the respondents strongly agreed, only 9.2% agreed, and 90.7% were given null value.

QUESTION 17

When someone is interrupting, showing off, or otherwise not cooperating, I always wonder what their motive is.

The 17th question investigated the teachers' attitude towards reasoning behind the students actions. This is an omnipresent feature in Dreikurs' method. In order to identify which of the four mistaken goals the students turning to, the teachers need first to understand their reasons behind actions. 22.2% of the survey participants indicated they strongly agree with the statement, 64.8% indicated they agree. Only 13% of the respondents' answers were out of the scope of our research interest.

QUESTION 18

When students break a rule, I repeat the rule vigorously and tirelessly until the students instill it.

One of the features forming the Canter's Assertive Discipline® method is repeating the rules and instructions as often as needed, without changing the teacher's requirements. None of the respondents reported they strongly agreed with the statement, 87% agreed, 13% of the answers were irrelevant to the research.

QUESTION 19

I carefully plan the lessons and emphasize the variety and alternation of activities.

Representing the Kounin method, the author of the research presumed most of the teachers participating in the research would report they agreed with this statement, as it is generally considered an attribute of a good teacher to plan lessons and offer wide range of activities. 11.1% of the respondents reported they were not sure, thus falling out of the research focus. However, as predicted, the remaining respondents indicated they agreed with the statement (33.3%) or strongly agreed (55,6%).

QUESTION 20

I consciously monitor everything that happens in the classroom and I can often prevent problems that arise.

Question 20 is a close definition of the term "withitness", used in Jacob Kounin's discipline method. Again, as many teachers consider being "with it" crucial,

the expectation of high rates of agree and strongly agree answers were predicted. Slightly lower than the preceding question, it was found out that 22.2% of the respondents strongly agree and 46.6% agree with the statement. The 31.2% of the remaining respondents reported answers out of our measure interest.

QUESTION 21

We always set the rules of conduct in the classroom together with the pupils.

Setting the rules together with the students, discussing the set of rules and consequences for their breach is a feature presented in Canter's method, in which students help modify the rules and consequences following their breach. 22.2% survey participants strongly agree, 33.3% agree, 44.5% of the answers were unimportant for the research findings.

QUESTION 22

Once in a while, I regularly devote an hour to free discussion on topics that pupils want to discuss within the social settings of our lessons.

Class meeting and discussions about the classroom climate and the social environment in the classroom is typical of Glasser's method, who emphasized involvement and truly caring for students. 11.1% respondents reported they strongly agreed, 44.4% respondents agreed, 44.4% of the respondents reported answers irrelevant to our research outcome.

QUESTION 23

The students themselves are aware of the consequences of their uncooperative behaviour - I do not have to tell them.

A feature of natural consequences together with complete responsibility for one's own actions and decisions being transferred to students forms one of the cornerstones of the Dreikurs method. 64.8% of the survey participants agreed with this statement, none of the respondents agreed strongly. 35.2% respondents reported answers that fell out of the research focus.

QUESTION 24

Parents are closely involved in cooperation and if the child repeatedly fails to cooperate, we contact the parents and arrange a meeting with parents, their child and the school management.

Close cooperation of parents with the teachers and school administrators is one of the requirements of the Canter's model. 11.1% of the received answers indicated strong agreement, 33.3% answer indicated agreement, 55.6% were out of our research scope.

QUESTION 25

During lessons, more than 60% of the time I spend moving between the desks.

The method of Fred Jones stresses active movement around the classroom as one of the most important aspects of successful discipline. 33.3% strongly agreed with this statement, 61.1 % agreed. Only 5.6% of the answers were irrelevant for the research findings.

QUESTION 26

I always look individual children directly in the eye when communicating.

Question 25 deals with yet another tool emphasized in Jones' method. To Jones, looking students straight in the eyes and maintaining eye-contact when communicating is essential. Maintaining eye-contact in communication is also commonly perceived as being polite. Therefore it was presumed the answers would indicate a high rate of agree and strongly agree answers. This presumption proved valid as 61.1% of the respondent strongly agreed, 33.3% agreed and only 5.6% of the responses were awarded null value.

QUESTION 27

When children do something undesirable, I think of a suitable punishment, such as an extra task.

The system of reward and punishments is firmly incorporated in the Skinnerian method. Similarly to question 10 that dealt with rewards, there was a prediction of high scores for the agree and strongly agree parts of the scale. This prediction, however, did not prove correct, as 33.3% of respondents indicated their agreement, none agreed strongly, and the remaining 66.7% of answers were not relevant for the research.

QUESTION 28

Individual activities in my lessons follow smoothly without downtime and waiting of pupils.

Careful sequencing of activities and smoothness of transitions between activities form the basis of the Kounin model. While 9.3% of the responses were out of the measured

scope of the research, 90.7% of the respondents reported they agreed with the statement.

QUESTION 29

If students complete their assigned work early, they are rewarded as a group with the option of selecting a free activity until the end of the lesson.

Fred Jones advocated positive consequences in form of students' own time slot that they can spend in any way they wish, upon the student's group agreement. Jones believes this motivates all students equally and, unlike standard competitions, keeps the whole-group focus. None of the survey participants strongly agreed with this statement, 33.3% agreed, 66.7% of answers were not important for the research.

QUESTION 30

I encourage students to work, but I do not praise them themselves or the results of their work.

Question 29 deals with encouragement and praise. While some other discipline models prefer to praise or share positive comments on the result of students' work, Rudolf Dreikurs suggests this is counterproductive and recommends encouraging students' work only. 9.2% of respondents indicated they strongly agree with Dreikurs, 38.8% agreed and 48% of answers were not relevant to the outcome.

QUESTION 31

My students know exactly what I expect from them in class.

From the position of a class manager, sharing your clear views on how students should behave and making sure your students know exactly what you expect from them is one of the features of Canter's method. Only 9.4% answers were irrelevant to our research, while 20.3% strongly agreed and 70.3% agreed.

QUESTION 32

I always put the primary emphasis on the involvement of the whole group. I don't have long conversations with just one student.

The 32nd question deals with Jacob Kounin's emphasis on group focus. Kounin claims that making sure the whole group is involved prevents from classroom disruptions. 33.3% of the respondents strongly agreed with the statement, 40.7% agreed, 25.9% respondents provided an answer that is irrelevant to the outcome of the research.

QUESTION 33

As soon as a student does something right, I usually give him immediate positive feedback.

Providing students with immediate feedback, positive and negative, is a typical feature of the Skinnerian model, which focuses on system of rewards and punishment. Praising a student is a form of reward. 22.2% answers were out of the measured scope of the research, 50% of the answers indicated agreement and 27.8% of the answers indicated strong agreement with the statement.

QUESTION 34

We do not set rules of conduct in the classroom - pupils themselves know very well how to behave.

According to Glasser, students know what is good and what not. It is then, solely up to them to choose their behaviour and they have all necessary prerequisites to make a correct choice. There is no need then to pre-set classroom rules. 31.4% of the respondents agreed with this statement, 68.6% of the respondents strongly disagreed or disagreed with it and therefore were not supporting Glasser's approach and their answers were not measured.

QUESTION 35

In the event of a conflict or problem, I describe the situation in words, but I do not evaluate it. ("The window is broken" vs. "That's horrible, you broke the window.")

Factually describing situations without emotionally labelling them is one of the key features of Ginott's discipline approach. According to Ginott, any labelling is actually disabling and it is always a more correct option to describe what we can see. 22.2% of respondents strongly agree with this Ginott's statement, 33.3% agree, 45.5% answers were not important for the research findings.

QUESTION 36

Bad behaviour is inexcusable to me - after all, pupils always have the opportunity to choose how they behave.

Similarly to question 33, this question deals with Glasser's Choice Theory. To Glasser, a bad behaviour is a result of a wrong choice that a student has taken out of his/her own decision and it is therefore inexcusable. Only 9.4% of respondents agree with Glasser, none of the respondents agree strongly. 90.6% of the responses were irrelevant to the research outcome.

QUESTION 37

In the event of a problem, I always intervene only with the pupil who caused the problem. I do not generalize or apply the consequences to the whole class.

Never to generalise on students and make sure a teacher intervenes with the pupil who caused the distraction only it is an attitude advocated by dr. Kounin. 9.4% of the respondents were not sure and their answers were therefore not included in the research findings. 59.3% strongly agreed with Kounin's statement, 31.3% agreed.

QUESTION 38

I don't use punishments. I motivate students to self-discipline and take responsibility for their behaviour.

Question 37 deals with Dreikurs' approach to rewards and punishments, as well as with his idea on transferring responsibility on students, thus supporting their self-discipline. 22.2% of the respondents strongly agreed with this statement, 50% of the respondents agreed, 27.8% of the answers were not relevant for the research.

QUESTION 39

I often use encouraging gestures (thumbs up, smile) when students are doing well or behaving well.

Providing students with positive feedback in the form of approving gestures from the teacher is a feature typically present in Skinnerian approach, as it represents a form of a reward for good work or good behaviour that students demonstrate. 81.5% of the survey participants strongly agreed with this statement, 11,1% agreed with this statement and 7.4% of the responses were out of the measured scope of the research.

QUESTION 40

I don't tell students directly what to do. I lead them to freely choose the appropriate activity by informing them of the consequences of the various options for their selection.

The attitude in which teachers provide students with general information and then allow students to make their own choices is a feature typical of Glasser's Choice Theory. 33.3% of the people agreed with this statement, while 66.7% of the answers were unimportant to the research results.

QUESTION 41

When someone interrupts, I describe what is happening and how it affects the work in the classroom, but I do not label or evaluate the child in any way (e.g. by saying that he/she is naughty today or that he/she is really noisy or inconsiderate).

Similarly to question 35, this survey question aimed at finding out the ratio of teachers who apply Ginott's approach. The concept of no labels is one of the key features of his discipline method. 22.2% of the respondents strongly agreed with the statement, 22.2% agreed, and 55.6% of the respondents indicated an answer that was out of the scope of the research interest.

QUESTION 42

Together with the pupils, we established a system of direct positive and negative consequences of their behaviour.

The last of the closed-ended questions is focused on Canter's assertive approach in which the teacher cooperates with students on creating classroom rules as well as a clear list of positive and negative consequences for breaking the rules. 22.2% of the respondents strongly agreed with the statement, 22.2% agreed, and 55.6% of the answers were not relevant to the research findings.

QUESTION 43

You are explaining some new homework assignment when two students in the back of the classroom start talking in a low voice, disturbing your speech. How will you respond?

The first open-ended question investigated how teachers react to disruptions. 57% used the Skinnerian method of punishment to deal with it, 3.7% used Ginott's method of describing the situation and 22.2% used Jones' method of eye contact and proximity to deal with the situation. 17% of answers were irrelevant to the research outcome. An answer to this question provided by one of the respondents illustrating Ginott's method states "*I'll just say I can see that they are talking and that it naturally disturbs me as well as it makes it harder for others to hear what I'm saying. Usually they'll stop after this*". Another answer states "*I´ll stop talking, wait, smile and look at them directly. I´ll raise my eyebrows while smiling. I´ll nod in a sense of "what´s up?*" *and in majority of cases they´ll get quiet*", which is an example of Jones proximity discipline model application. Another answer to this question states "*I'll address them loudly in and ask firmly to stop this immediately*" , which gives an example of the Skinnerian model use.

QUESTION 44

It is the last Friday before Christmas and you have an important test planned that you want to correct over the weekend. However, the students persuade you to postpone the test to Monday, saying that they have just returned from a Christmas concert and want to continue the atmosphere with a Christmas program that was planned for Monday. What will you do?

This question aimed at finding out whether the teachers act assertively and are able to protect their own personal time. 33.3% of the respondents applied the assertive approach, 11.1% used the Dreikurs approach of natural consequences, 55.6% of the answers were awarded a null value for the research purpose. One of the answers provided states "*Bad luck, I'm not going to spend my pre-Xmas evenings correcting tests.*", which is an example of Canter's model in use. Yet another answer illustrating the application of the Dreikurs model states "*We can move the test to a different date, but I'll tell them I might need to redo the format to make the correcting and marking easier for me if it's that close to Xmas and it might be less format-friendly for them. Or maybe I might correct it after Xmas*."

QUESTION 45

You ask a student to rewrite an illegible paragraph of their submitted homework. The student refuses, saying that the assignment is fine as they submitted it and will not rewrite anything. What will be your reaction?

22.2% of the respondents used a form of punishment to discipline the students for refusing to abide by their instructions, 33.3% used the Dreikurs' method of natural consequences, 11.1% used the Glasser's method and promoted a "good choice" solution. 33.3% of the answers were unimportant from the research perspective. An answer illustrating the Skinnerian model use states "*I'll give him an F and assign another homework which will be longer than the original one".* Another answer showing the Glasser approach states "*I'll explain that I can't check what I can't read and that the student will therefore get no feedback from the homework, which is a pity because he spent time doing the HW and could have learned from the feedback. I will then ask the student to reconsider and let him choose again.*" The Dreikurs approach is illustrated by the following answer "*I won't mark the homework but I'll inform the students that the subject matter from it will be included in the next test and they might want to see how they did and correct their mistakes to achieve better marks in the test*."

QUESTION 46

After providing them with clear instructions, pupils start working on a self-study assignment in the textbook. However, two students raise their hands in call for help and claim that they do not know what to do. What do you do?

44.4% of the respondents indicated a response that implied punishment for not paying attention (Skinnerian model), 11.1% applied Dreikurs' natural consequence approach, 33.3% used Jones' approach of quick individual help. The remaining 11.1% of responses were not relevant for the research outcome. An answer of a respondent using the Skinnerian method says "*I'll tell him that he should have been listening and ask him to stand up to read the instructions aloud again for the whole class*". Another answer, illustrating the Jones method, states "*I'll address this individually and as quickly as possible, so that others can work and don't have to listen to instructions again.".*

The Dreikurs approach is illustrated by an answer that says "*I'll tell the students we have already spent enough time on giving instructions and now they need to find out what the job is by themselves. However, they mustn't disturb others while doing so.*"

QUESTION 47

After assigning work on a group project, all the children immerse themselves in work and it goes well for them. How do you react?

66.7% of the survey participants indicated they would respond with a reward in form of praise, 1.8% used Dreikurs' approach of encouraging the effort without praising the students and their results, 11.1% of the respondents used Ginott's method of describing the situation and stating how the students may feel. 20.4% of the responses provided irrelevant data from the research perspective. The most frequently used Skinnerian approach is illustrated in an answer "*I'll praise them and say they are really great.*" One respondent's answer states "*I'll observe them quietly and maybe encourage them to keep trying*", which illustrates the Dreikurs model. Several answers indicated the use of Ginott model, for example the one stating "*I'll say I can see they are really interested in the project and leave them to it, just monitoring them".*

The data obtained by means of the above analysed survey questionnaire was processed by the researcher in order to identify which discipline methods were used in EFL lessons of the participating teachers. Although each of the teachers used a mix of techniques and approaches to discipline their classroom, the researcher identified five discipline models as models predominantly applied in EFL lessons of individual

teachers. Two of the discipline models were used only marginally and are, therefore, not compared to the data gathered in the learners' target language use part of the questionnaire. The following table summarises the occurrence of prevalent application of the discipline models in EFL classroom.

discipline model	applications of the model : numerical	applications of the model : percentile
Skinnerian	22	40.7
Jones'	6	11.1
Dreikurs'	10	18.5
Canter's	0	0
Glasser's	5	9.3
Ginott's	0	0
Kounin's	11	20.4

Table 4: Summary of results – application of discipline models in ELS lesson

Table 4 provides us with an overview of discipline models used in EFL lessons of survey participants. The results show that according to survey participants assessment of their own discipline techniques, the predominantly used model is that of F.B. Skinner, with more than 40% application. Other frequently applied models are the Kounin's model, taking a share of 20.4% of the total sample, and the Dreikurs' model with 18.5%. Jones' discipline model (11.1%) and Glasser's discipline model (9.3%) are used as leading discipline approaches in rather limited number of EFL lessons, while Ginott's and Canter's models are used only marginally and none of the survey participants uses their discipline model as the prevalent one for their classroom. For the summarizing pie chart of the result, see Figure 8 below or in Appendix 3.

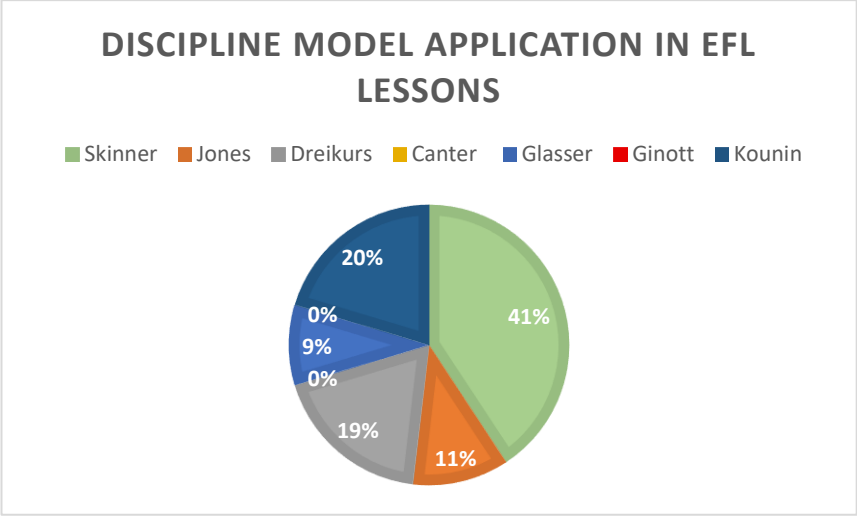

Figure 8: Summarizing pie chart of discipline application models in EFL lessons

8 Analysis of Correlation

The primary aim of the research was to identify whether there exist any correlations between the discipline model which is applied in the EFL lesson and the ratio of target language use in the same lessons. In order to identify any correlations, it was necessary for the researcher to select individual responses of teachers who applied any particular discipline method, find out the average ratio of target language used in their lessons and prepare an overview chart that displayed how much the target language is used in EFL lessons that apply the same discipline method. The correlation part does not include the Glasser's discipline model neither the Canter's model, as these two models were not indicated as prevalent classroom approaches by any of the survey participants.

The model that the survey identified as the most frequently applied one is the Skinnerian model, with a total of 22 respondents. In terms of target language use, these respondents average use of target language ranges from just 22% to 62%, which is a notable difference. On average, the learners' target language use in the Skinnerian model of discipline equals 43%. The Figure 9, Appendix 3 presents a graphic overview of the average percentile of the learners' target language use in EFL lessons that are taught by survey participants who reported that the prevalent discipline model they use is the Skinnerian model.

According to research results, the second most frequently applied model of discipline is the Kounin method. The results show that 11 out of the total number of 54 survey participants predominantly apply the Kounin discipline approach in their EFL lessons. The learners' target language use ratio in EFL lessons taught by teachers who apply the Kounin's method of discipline ranges from 28% to 48%. On average, the learners' target language use ratio in EFL lessons where teachers of our survey apply mostly the Kounin's discipline method is 33%. For graphic overview, see Figure 10, Appendix 3.

The third most widely used discipline model out of the seven models included in the research is the Dreikurs' discipline model. Survey results present that as many as 10 out of the total 54 respondents apply this model in their lessons of English.

The learners' target language use ratio in EFL lessons taught by teachers who apply the Dreikurs' method of discipline ranges from 24% to 58%, with the average at 34%. For graphic overview, see Figure 11, Appendix 3.

In terms of discipline models used, the fourth most widely used model in EFL lessons of the survey participants is the Jones' model. 6 out of 54 respondents reported they use predominantly this discipline model in their EFL lessons. In terms of target language use, these respondents' average use of target language ranges from 52% to 60%, which makes the Jones' model the most consistent of all researched models. The average target use in the Jones' model is 55%. For graphic overview, see Figure 12, Appendix 3.

The fifth most frequently used discipline model is the Glasser's model which is reportedly used by 5 out of 54 survey participants. The range of the learners' target language use is between 28% to 48%, with the average at 31%. See the Figure 13, Appendix 3 for summary of the learners' target language use in EFL lessons applying Glasser's model.

The following figure summarizes the results of the learners' target language use in individual discipline methods. For the complete set of figures, see Appendix 3.

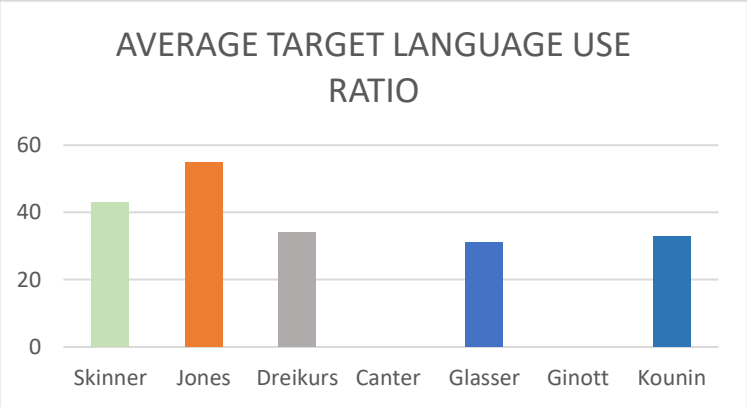

Figure 14: Summarizing chart of target language use in EFL lessons

When interpreting the results, the researcher derives from the data provided by the respondents and is aware of the fact that this data deals with the respondents perception of reality, thus being possibly biased.

Based on the survey findings, as we can see, there is very little difference in the learners' target language use ratio of the Kounin, Dreikurs and Glasser method, all of them ranging between 31 – 34%. However, in the Skinnerian and the Jones'

model the learners' target language use is significantly higher, the Skinnerian model reaching to 43% and the Jones' model to 55%. The first hypothesis of the researcher was therefore confirmed, *as there exists a correlation between the target use ratio and the application of discipline methods*. However, as the Jones' and the Skinnerian discipline models are both based on the role of a teacher as an authority that instructs, presents the rules and over-powers, the research findings directly oppose the second hypothesis of the researcher. The researcher presumed that the *use of discipline theories and plans based on student involvement and non-authoritarian and student over-powering role of the teacher leads to greater use of target language in EFL lessons.* This hypothesis has been refuted by the research findings and the opposite seems to be the case. The findings suggest that more teacher-focused discipline models promote greater use of the target language in EFL lessons of the surveyed group of teachers.

9 Summary of the Practical part and Results

The aim of the practical part was to identify which discipline models are predominantly used in EFL lessons of teacher of 3rd to 5th graders across primary schools in Pardubice and Chrudim region. The research was carried out in the form of an anonymous online survey questionnaire, consisting of a total of 47 closed and open-ended questions. The survey was distributed among the teachers with kind help from schools administrators.

In the first section, the practical part deals with the ratio of the learners' target language use in EFL lessons of the respondents. The researcher processes data collected from the survey questionnaires in a total of seven questions dealing with the learners' target language use, identifying that lesson parts dedicated to language practice and revision were the parts in which the target language was used the most while in the lesson phase in which new subject matter is explained it was used the least.

The second section of the practical part focuses on processing the survey data dealing with different discipline approaches and the occurrence of their application in EFL lessons of the respondents. The findings suggest that the survey respondents apply the Skinnerian discipline most widely, followed by the Kounin and the Dreikurs models. On the other hand, the Ginott and the Canter models are not dominant models in any of the survey responses.

The final section of the practical part provides an overview of correlations between the findings from the first two parts. The research proves that in the research context, unlike predicted, the teacher-centred discipline models that are based on teacher's authority, instructions and over-powering the student, such as the Skinnerian or Jones' model, promote greater use of the target language than those of non-authoritarian, democratic and student involving models such as the Dreikurs' or Kounin's model.

Conclusion

The diploma thesis dealt with possible correlations between the learners' target language use in EFL lessons of primary school teachers in Pardubice and Chrudim region who teach 3rd to 5th graders and application of various discipline models in the same EFL lessons. The theoretical part of the thesis introduced the basic features typical of primary learners of EFL, dealt with the concept of learners' target language and L1 use and outlined an EFL lesson structure. Further, the theoretical part analysed seven discipline plans that are commonly used in EFL classrooms worldwide. These plans included the Kounin model, the Skinnerian model, the Ginott model, the Glasser model, the Dreikurs model, the Jones model and the Canter model. The models were compared and different aspects of them were introduced and analysed.

The practical part of the thesis dealt with analysis and interpretation of collected data and answered the research questions. The first research question: "To what extent is the learners' target language used in ELT lessons of 3-5 graders across randomly chosen primary schools in Pardubice and Chrudim region?" was analysed in the first part of the survey questionnaire. For the purpose of greater precision the author divided the EFL lesson into seven phases and asked each respondent about how they perceived the learners' target language use ratio in each of the lesson's phases. Out of the provided data an average was made that presents the reported ratio of target language use in respondents English lessons. The results show that there are similarities between the respondents answers when it comes to the target language ratio in individual parts of the lesson. The part of the lesson in which new subject matter is explained proved to be the least effective in terms of the learners' target language use while the parts dedicated to revision of language practice were reported as the most effective, with over 66% ratio of the learners' target language use.

The second research question "Which discipline theories are applied in primary school ELT classrooms of 3-5 graders across randomly chosen primary schools in Pardubice and Chrudim region?" was answered in the second section of the practical part. The researcher tailor-made a survey questionnaire which included a total of 40 questions dealing with the discipline models, out of which 35 were closed-ended and five open-ended. The questions inquired about the attitudes towards classroom discipline. The responses to these questions provided the author of the thesis

with necessary data in order to identify the predominantly applied discipline plans in EFL lesson of each of the respondents. The findings from this part of the thesis show that the most widely applied discipline model is that of F.B. Skinner, used by 41% of the respondents, followed by the Kounin discipline model, used by 20% of the survey participants and the Dreikurs model, used by 19% of the respondents. The other end of the scale was represented by the Ginott and the Canter models which were not applied as prevalent approaches in any of the respondents' English lessons.

The final section of the practical part provided answers to the last two research questions. The first of them: "Does the application of specific disciplinary theories correlate to the learners' use of the target language in primary school English lessons of 3-5 graders across involved primary schools?" was answered positively, as the result analysis of the learners' target language use and the discipline model application showed correlations between these two phenomena. It was observed that while the target language ratio in EFL lessons where certain discipline models are applied only ranges between 31 – 34%, in lessons of other discipline plans the learners' target language use ratio peaks at values over 20% higher. The last research question: "Use of which discipline theories in primary school ELT lessons of 3-5 graders enables the most effective learners' use of the target language?" was also answered in the final section of the practical part. While the non-authoritarian, democratic and student involvement-based discipline methods held the score of up to 34% of the target language ratio at most, the teacher-centred models based on the teacher's role as authority that instructs, imposes rules and over-powers reached nearly 10% more and higher. Out of the five measured discipline models, the Dreikurs model target language ratio was 34%, the Glasser method 31% and the Kounin model 33%. As opposed to that, the teacher-centred Skinnerian model reached 43% of the learners' target language use and the teachers who apply the Jones method reported the most effective target language use at 55%, the highest of all measured models.

In terms of the authors hypotheses, the first hypothesis was confirmed, as the research findings indeed do show there exists a correlation between the learners' target language use and the application of specific discipline theories in primary school EFL classroom of 3rd to 5th graders. However, the second hypothesis was refuted, as the research result proves that it is not the non-authoritarian, student

involvement discipline plans that promote and enable greater use of the target language, but rather the contrary. The findings suggest that in the research context the teacher-centred, student over-powering discipline plans such as the Skinnerian method and the Jones method lead to greater use of the target language. The research findings are in sharp contrast to Khodarahmi and Nia's (2014) research findings which suggest the opposite as they conclude it is rather the positive and learner-centred approach that encourages greater use of target language by learners. Similarly, in his research, Tanveer (2007, p. 61) identified speaking is the highest anxiety provoking skill in EFL classroom. He adds that "it was found that the feelings of anxiety become more threatening when the language instructors' manner of error correction is rigid and humiliating and when they consider language class a performance rather than a learning place", which also supports the refuted hypothesis of our research. However, the target group of learners of the above-mentioned researches differed from that of our research, which may have caused the discrepancy in results.

The findings presented in this thesis need to be interpreted as based on data that was collected in a research that was limited in terms of locality, respondent number and validity. As already explained in section 5.3.2, the author is aware of the fact the provided data reflect the respondents' perception of reality, rather than the reality itself. However, given the complexity of the measured phenomena and the demands that an objective observation would bring, mainly timewise, financially and in the area of personal data security, the author made a decision to use the survey questionnaire method as the most appropriate and fit-for-purpose way of data collection.

Overall, the research provided an intriguing set of data and it would certainly be challenging to conduct the research with a considerably larger sample of respondents across the whole of the country, not being limited by regional borders. A respondent sample including a group of about 500 teachers would also provide much more relevant data that could be used to help EFL teachers at primary schools fine tune their discipline approaches and adjust their techniques according to research results to promote a greater use of the target language in their lessons.

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Appendices

Appendix 1

Learners' Target Language Use and Discipline Models in EFL lessons of 3rd to 5th grades of Primary Schools

To what extent do your pupils use the target language (English) at the beginning of your lessons?	0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%
To what extent do your pupils use the target language (English) when reviewing the subject matter already covered?	0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%
To what extent do your pupils use the target language (English) when explaining the new material?	0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%
To what extent do your pupils use the target language (English) when practicing new material?	0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%
To what extent do your pupils use the target language (English) while checking work results and assigning tasks?	0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%
To what extent do your pupils use the target language (English)	0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%

in the summary of the subject matter and the conclusion of the lesson?					
To what extent do your pupils use the target language (English) when transitioning between activities and parts of the lesson?	0 – 20%	21 – 40%	41 – 60%	61 – 80%	81 – 100%
The rules of conduct in the classroom during English lessons are set solely by me as a teacher.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
When working with children, I focus more on the outcome than on how we achieve it.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
If my students succeed in something, I praise them.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
When working in class, I focus on my straight posture.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I offer pupils the opportunity to volunteer extra work and homework. I do not require their processing from those who do not want them.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

I am an example for children – I do things the way I want children to do them.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
Pupils invent rules of behavior in the class independently, I just help with formulation and writing.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
If someone in the classroom interrupts and disturbs the work of others, I shout at them and make sure the disturbance stops immediately.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I regularly hold short individual meetings with pupils where we talk about their achievements.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
When someone is interrupting, showing off, or otherwise not cooperating, I always wonder what their motive is.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
When students break a rule, I repeat the rule vigorously and tirelessly until the students instill it.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

I carefully plan the lessons and emphasize the variety and alternation of activities.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I consciously monitor everything that happens in the classroom and I can often prevent problems that arise.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
We always set the rules of conduct in the classroom together with the pupils.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
Once in a while, I regularly devote an hour to free discussion on topics that pupils want to discuss within the social settings of our lessons.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
The students themselves are aware of the consequences of their uncooperative behaviour - I do not have to tell them.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
Parents are closely involved in cooperation and if the child repeatedly fails to cooperate, we contact the parents and arrange a meeting with	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

parents, their child and the school management.					
During lessons, more than 60% of the time I spend moving between the desks.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I always look individual children directly in the eye when communicating.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
When children do something undesirable, I think of a suitable punishment, such as an extra task.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
Individual activities in my lessons follow smoothly without downtime and waiting of pupils.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
If students complete their assigned work early, they are rewarded as a group with the option of selecting a free activity until the end of the lesson.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I encourage students to work, but I do not praise them themselves or the results of their work.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

My students know exactly what I expect from them in class.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I always put the primary emphasis on the involvement of the whole group. I don't have long conversations with just one student.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
As soon as a student does something right, I usually give him immediate positive feedback.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
We do not set rules of conduct in the classroom - pupils themselves know very well how to behave.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
In the event of a conflict or problem, I describe the situation in words, but I do not evaluate it. ("The window is broken" vs. "That's horrible, you broke the window.")	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
Bad behaviour is inexcusable to me - after all, pupils always have the opportunity to	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

choose how they behave.					
In the event of a problem, I always intervene only with the pupil who caused the problem. I do not generalize or apply the consequences to the whole class.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I don't use punishments. I motivate students to self-discipline and take responsibility for their behaviour.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I often use encouraging gestures (thumbs up, smile) when students are doing well or behaving well.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I don't tell students directly what to do. I lead them to freely choose the appropriate activity by informing them of the consequences of the various options for their selection.	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
When someone interrupts, I describe what is happening and how it affects the work in the classroom, but I do not label or evaluate the child in any way (e.g. by	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

saying that he/she is naughty today or that he/she is really noisy or inconsiderate).					
Together with the pupils, we established a system of direct positive and negative consequences of their behaviour. .	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

You are explaining some new homework assignment when two students in the back of the classroom start talking in a low voice, disturbing your speech. How will you respond?
It is the last Friday before Christmas and you have an important test planned that you want to correct over the weekend. However, the students persuade you to postpone the test to Monday, saying that they have just returned from a Christmas concert and want to continue the atmosphere with a Christmas program that was planned for Monday. What will you do?
You ask a student to rewrite an illegible paragraph of their submitted homework. The student refuses, saying that the assignment is fine as they submitted it and will not rewrite anything. What will be your reaction?
After providing them with clear instructions, pupils start working on a self-study assignment in the textbook. However, two students raise their hands in call for help and claim that they do not know what to do. What do you do?
After assigning work on a group project, all the children immerse themselves in work and it goes well for them. How do you react?

Appendix 2

The Learners' Target Language Use Figures

Figure 1

The learners' target language use ratio in the beginning of EFL lessons

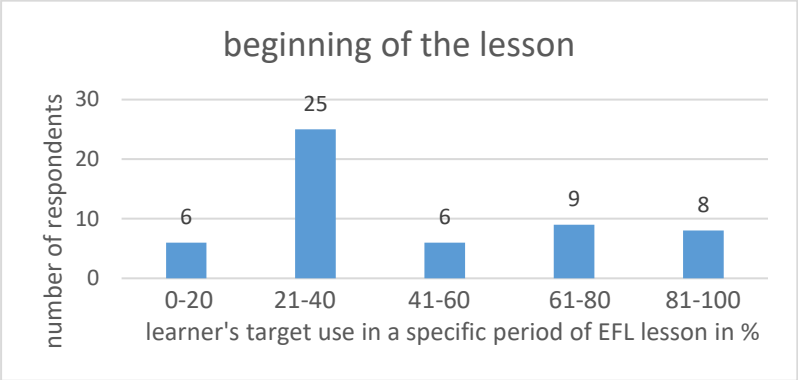

Figure 1: Target language use in the beginning of the lesson

Figure 2

The learners' target language use ratio in the revision phase of EFL lessons

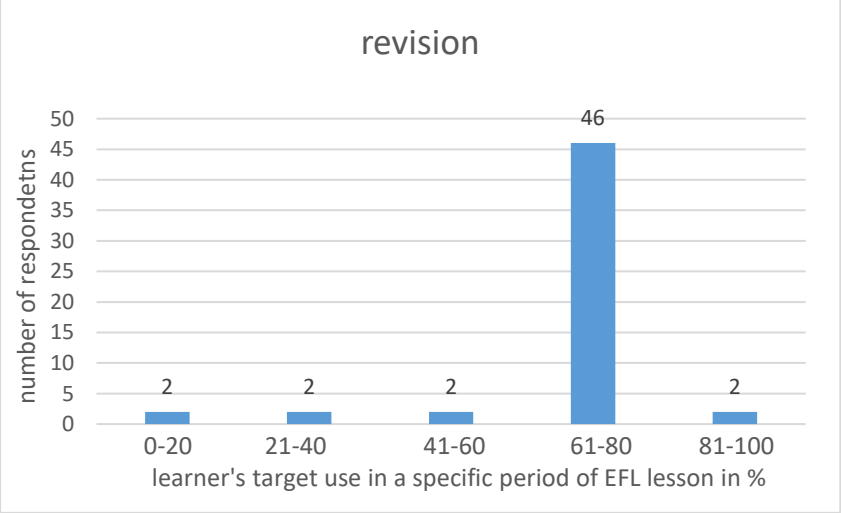

Figure2: Target language use in the revision phase of the lesson

Figure 3

The learners' target language use ratio in the explaining of new subject matter phase of EFL lesson

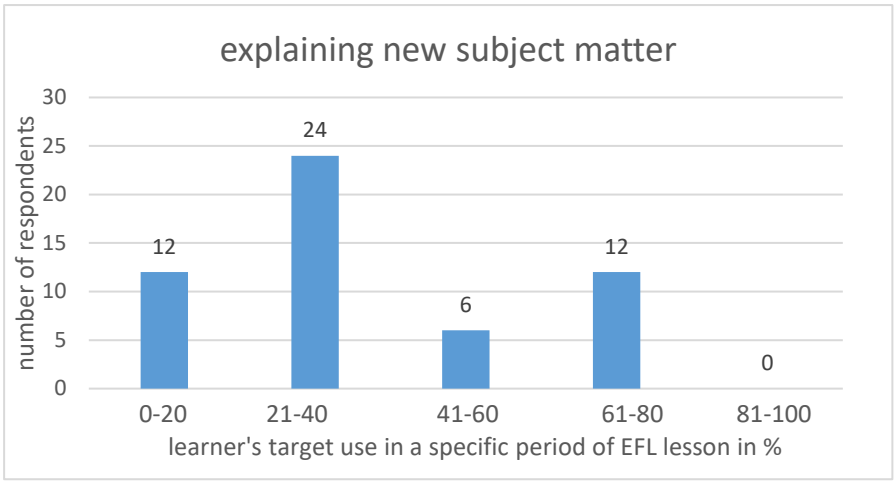

Figure 3: Target language use in the period of the lesson when new subject matter is explained

Figure 4

The learners' target language use ratio in the practicing part of EFL lessons

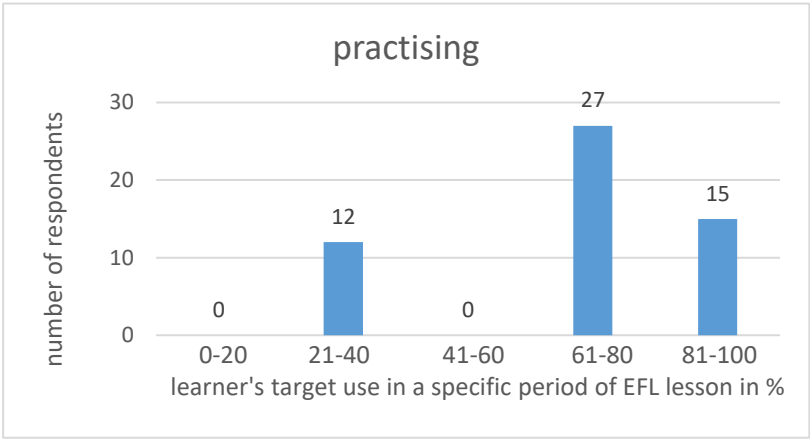

Figure 4: Target language use during practicing part of the lesson

Figure 5

The learners' target language use ratio in the checking and assigning phase of EFL lessons

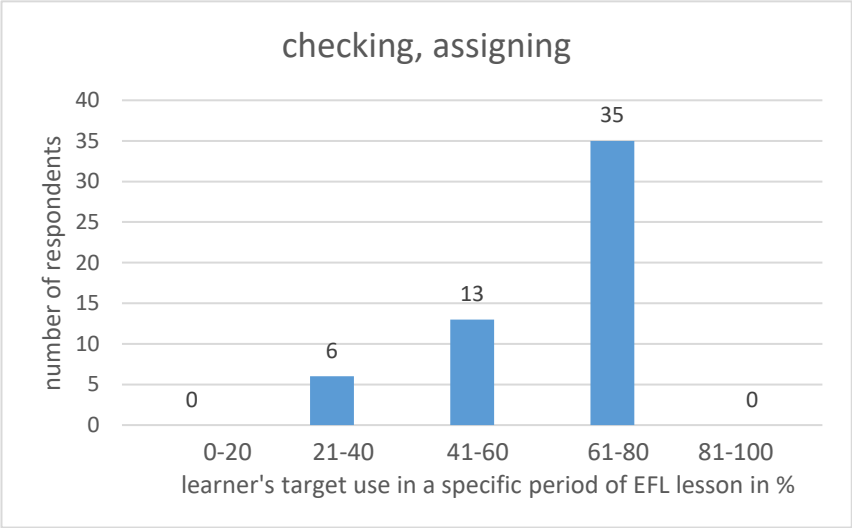

Figure 5: Target language use in the part of the lesson when checking and assessing is carried out

Figure 6

The learners' target language use ration in the summarizing part of EFL lesson

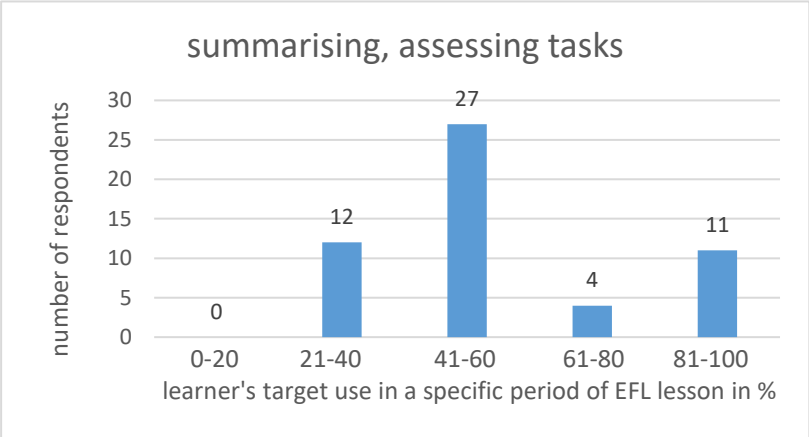

Figure 6: Target language use in the summarizing part of the lesson

Figure 7

The learners' target language use in the transitions part of EFL lessons

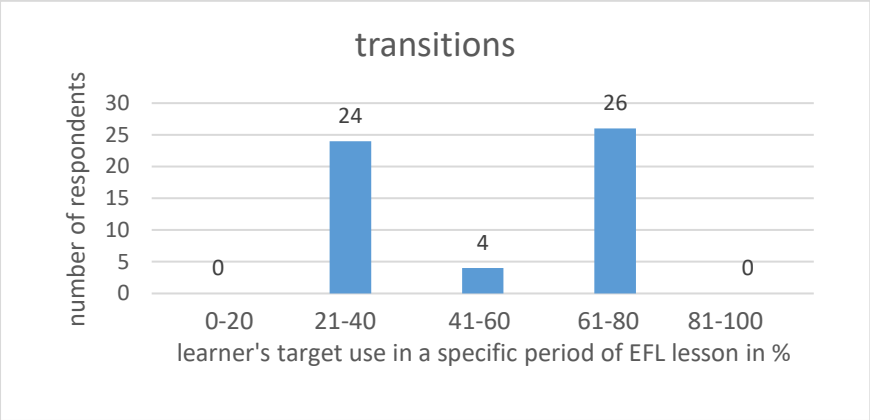

Figure 7: Target language use during the transitions of the lesson

Appendix 3

Discipline Model Application Figures

Figure 8

Discipline Model Application in EFL Lessons in percentile

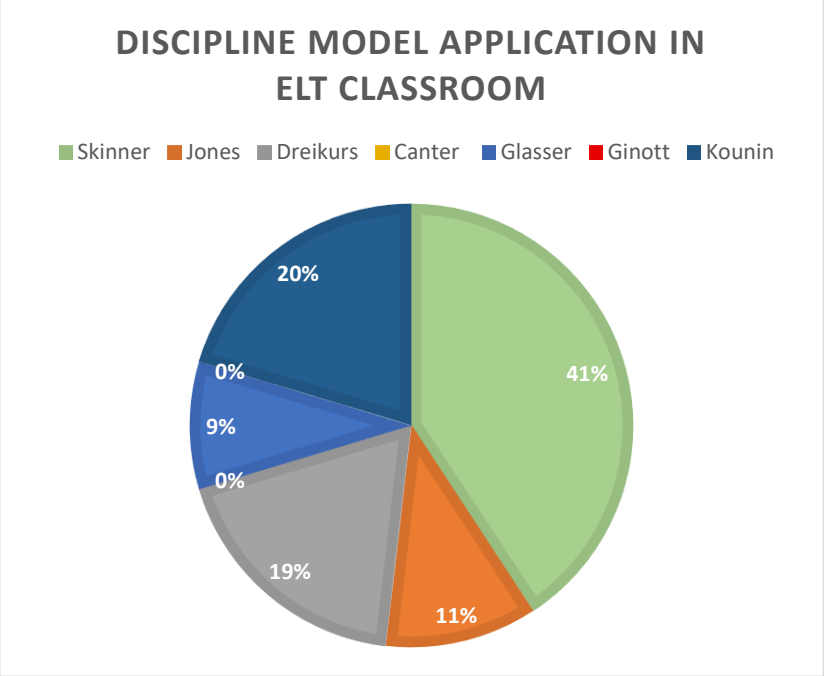

Figure 8: Summarizing pie chart of discipline application models in EFL lessons

Discipline Model Application and Learner's Target Language Use Figures

Figure 9

Skinnerian Model Target Language Use Overview in percentile

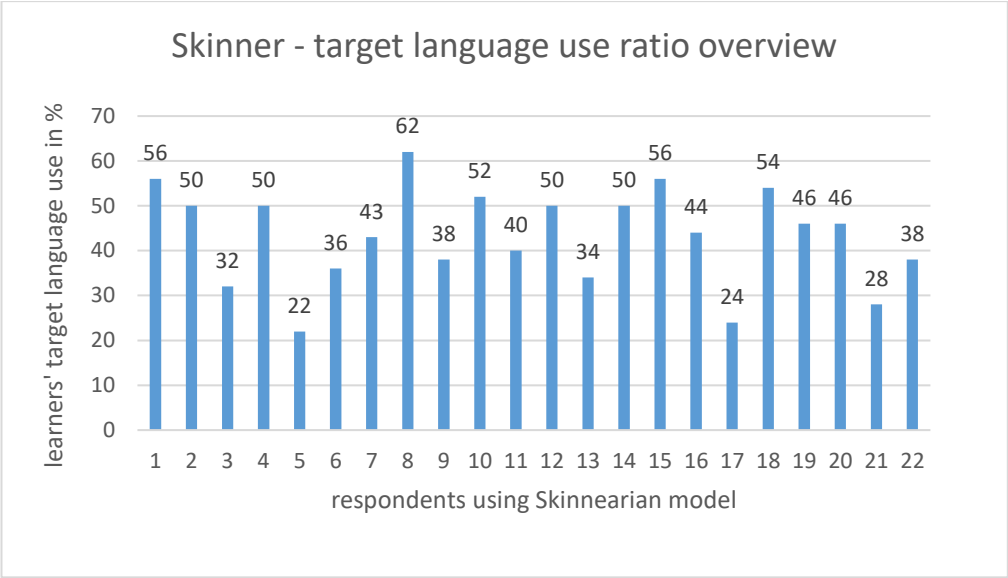

Figure 9: Overview of target language use in the Skinnerian discipline model

Figure 10

The Kounin Model Target Language Use Overview in percentile

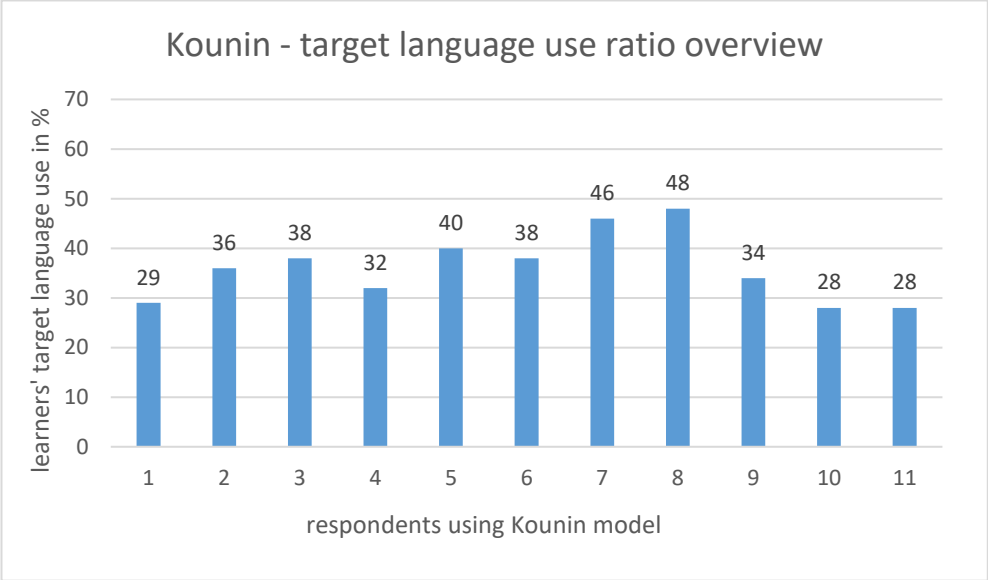

Figure 10: Overview of target language use in the Kounin discipline model

Figure 11

The Dreikurs Model Target Language Use Overview in percentile

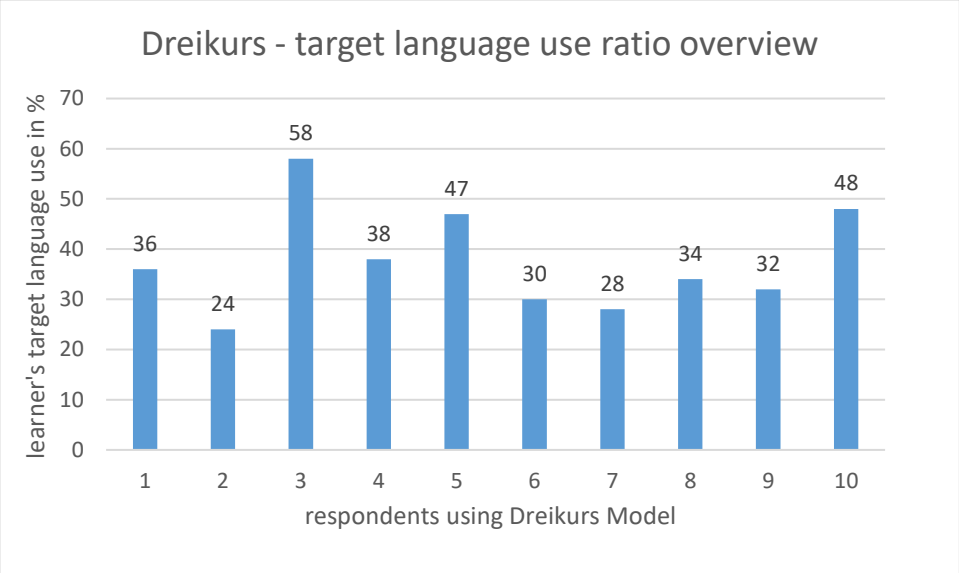

Figure 11: Overview of target language use in the Dreikurs discipline model

Figure 12

The Jones Model Target Language Use Overview in percentile

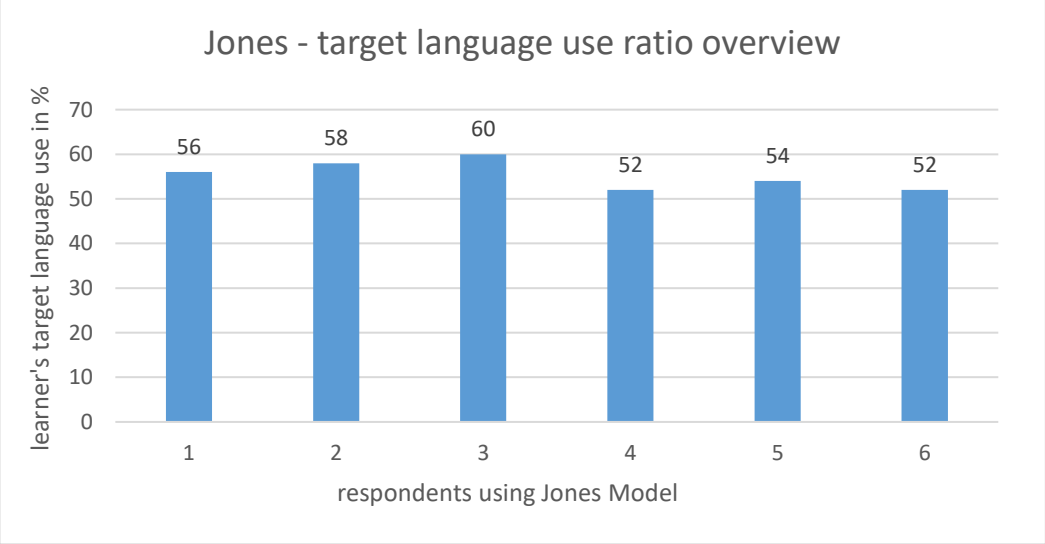

Figure 12: Overview of target language use in the Jones discipline model

Figure 13

The Glasser Model Target Language Use Overview in percentile

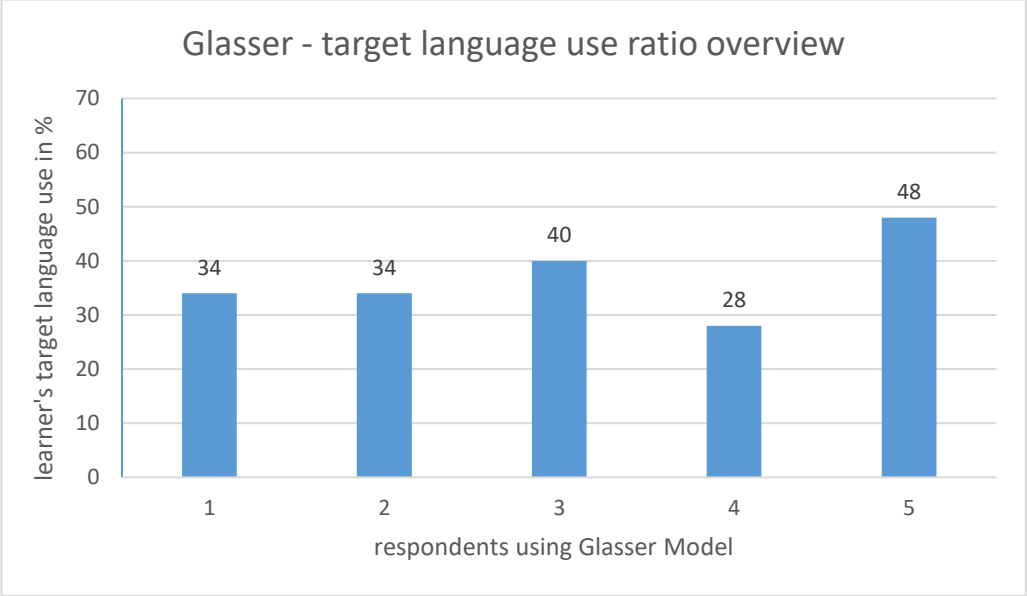

Figure 13: Overview of target language use in the Glasser discipline model

Figure 14

Average Target Language Use Overview in percentile

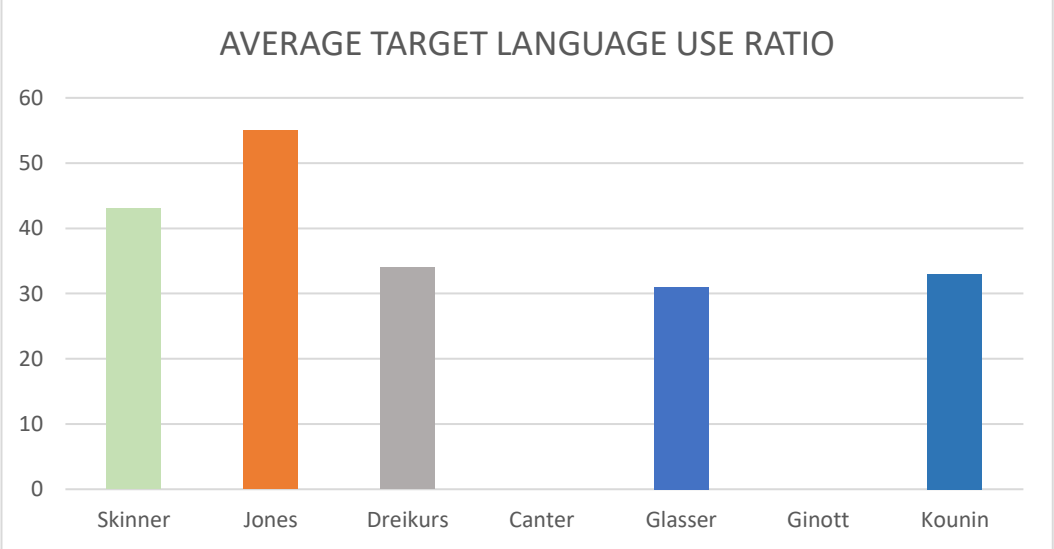

Figure 14: Summarizing chart of target language use in EFL lessons

Résumé

Cílem diplomové práce bylo identifikovat konkrétní aplikované modely pojetí disciplíny a kázně v hodinách anglického jazyka na prvním stupni základních škol ve vybraných lokalitách a dále zjistit jejich případnou korelaci s mírou používání cílového jazyka v týchž hodinách anglického jazyka. Teoretická část práce se zaměřila na představení specifik výuky žáků prvního stupně, užití cílového jazyka v hodinách EFL a především na prezentaci a analýzu sedmi modelů pojetí kázně používaných v rámci metodologie vyučování. Praktická část analyzovala výsledky anonymního dotazníkového šetření provedeného mezi vyučujícími anglického jazyka třetích až pátých tříd ZŠ. V rámci analýzy výsledků byla potvrzena přítomnost korelací mezi použitím konkrétních kázeňských přístupů a mírou použití cílového jazyka. Tyto korelace byly následně prezentovány v závěrečné sekci praktické části.

Annotation

Jméno a příjmení:	Bc. Eva Margolienová
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, PhD.
Rok obhajoby:	2023

Název práce:	Aplikace různých pojetí školní kázně ve výuce anglického jazyka a jejich dopad na užívání cílového jazyka žáky
Název práce v angličtině:	Application of Discipline Theories in the EFL Classroom and its Impact on Learners‘ Target Language Use
Anotace práce:	Diplomová práce se zabývá pojetím kázně a disciplíny v hodinách EFL ve 3. až 5. třídách ZŠ vybraných škol v kraji Pardubice a Chrudim a zkoumá míru používání cílového jazyka žáky v těchto hodinách. Teoretická část se zaměřuje na použití cílového jazyka žáky a představuje jednotlivé kázeňské modely. Praktická část zkoumá míru použití cílového jazyka a identifikuje modely, které jsou v hodinách aplikovány. Praktická část dále identifikuje korelace výše uvedených jevů a hodnotí vliv použití kázeňských modelů na míru použití cílového jazyka žáky v hodinách EFL.
Klíčová slova:	disciplína, použití kázeňských teorií, management třídy, použití cílového jazyka, EFL
Anotace práce v angličtině	The diploma thesis deals with application of discipline models in EFL lessons of 3rd to 5th graders of primary schools across Pardubice and Chrudim region and it is concerned with the ratio of the learners‘ target language use in the same lessons. The theoretical part focuses on learners’ target language use and individual discipline models are introduced. The practical part examines the ratio of the learners’ target language use and it identifies discipline models that are applied in EFL lessons. The practical part further identifies corelations of the above-mentioned features and evaluates impact of discipline model application on the ratio of the learners’ target language use in EFL.
Klíčová slova v angličtině:	discipline, discipline theories application, classroom management, target language use, EFL
Přílohy vázané v práci:	dotazník výsledné grafy použití cílového jazyka výsledné grafy použití kázeňských modelů
Rozsah práce:	68 stran
Jazyk práce:	anglický