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Katedra anglického jazyka

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II. ročník - kombinované studium

Obor: Učitelství anglického jazyka pro 1. a 2. stupeň základních škol

Diplomová práce

**TEACHER'S ROLES IN SHAPING APPROPRIATE GOOD MANNERS WITH
ASPECTS OF POLITENESS IN EFL CLASSROOMS**

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci 30. 3. 2022

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Acknowledgement

I would like to thank Mgr. Josef Nevařil, Ph.D. for his valuable support and comments on the content and style of my thesis. I would also like to thank all the anonymous respondents who participated in my research project and contributed to its realization. Finally, I would like to thank my family for their support and encouragement.

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List of abbreviations:

EFL – English as a foreign language

ELT – English language teaching

CLT – Communicative language teaching

CLIL – Content and language integrated learning

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Abstract

This diploma thesis deals with the teacher's role regarding shaping appropriate good manners of young learners in EFL classrooms with the aspect of politeness. The first and the second part of the theoretical part focuses on the analysis of the teaching process, its purpose and different teacher's roles with the aspect of promoting and shaping good manners of learners. In the third and fourth parts, the most influential politeness theories are defined along with the communicative approach, as the most popular approach in the English teaching methodology. The practical part of this thesis consists of three parts, namely, the interpretation of a questionnaire for English teachers, analysis of Projects books and results from quantitative research of a test for students at lower secondary school.

INTRODUCTION

Having been a “learner” at primary school myself, I never thought about a teaching job or teacher's specific roles. A teacher was simply someone who came to the class, did his/her job and left. It had not occurred to me that a teacher does not only teach his/her subject but also fills many other roles connected with the teaching process that a child at this young age can neither distinguish nor (in some cases) even appreciate.

When it comes to good manners, in general, it is something that every child is taught and led to by his/her parents from early childhood; however, in ELT learning of good manners - politeness is viewed differently. Nowadays, politeness, which is associated with good manners in schools, is learned through the so-called “Communicative approach”. The main purpose of language teaching is to teach the students to use the language to be able to communicate and to express any type of speech such as a request and apologies that are a crucial part of the topic of politeness. Politeness is an integral part of our daily communication and thus plays an essential part in the process of learning any foreign language in general.

My thesis aims to examine the teaching process from different perspectives such as beliefs, purpose, teacher's specific roles, and evaluate the teacher's role in the concept of politeness in classroom discourse in terms of shaping students' appropriate good manners. The first and second part of the theoretical part of this thesis is devoted to the teaching process and various roles of the teacher in EFL classrooms. There is no doubt that teachers play an important part in children's lives, and therefore their approaches and beliefs are essential in children's educational process. Every teacher has his/her personality, which affects and consequently leads to the teacher's choice of an appropriate role.

In the third part of the thesis, the concept of politeness is defined. In the last part, the “Communicative approach” or “Communicative Language Teaching” (CLT) is introduced as the most popular approach in the English language teaching methodology in recent years. The purpose of language is communication, and therefore learners must not only acquire language use but also know how to speak politely.

The practical part consists of three parts. The first part of my research is done via an online questionnaire for English teachers regarding their personal views about teaching English. In the second part, course books at lower secondary schools are examined to determine how and

to what extent politeness is incorporated in their content. In the last part of my research, a test regarding the ability of pupils at lower secondary school to use modal verbs in expressing different levels of politeness is evaluated. My research questions are defined as follows:

1. From the teachers' point of view, what does it take to be "a good teacher"?
2. To what extent can good manners influence mutual communication between the teacher and students according to EFL teachers?
3. How are good manners and politeness incorporated in Project books at lower secondary schools?
4. Is the difference in the ability to express the various level of politeness among the students at lower secondary school significant and noticeable?

I THEORETICAL PART

1 Teaching in the EFL classroom

This chapter deals with the teaching process. The aim is to define the purpose and the role of English language teaching. Further, different views and beliefs about English teaching and teachers are presented to explain and justify the importance of English language teaching.

1.1 Defining teaching

“Teaching is the process of attending to people’s needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given” (infed.ogr [online].)” This is one of many existing definitions of teaching. The origin of the English lexeme ‘teach’ lies in the Old English *tæcan* meaning ‘show, present, point out’, which is of Germanic origin; and related to ‘token’, from an Indo-European root shared by Greek *deiknunai* ‘show’, *deigma* ‘sample.’ (Oxford dictionary, [online]).

In a school environment, a teaching process involves a person “who teaches” i.e. a teacher and those “who learn” i.e. pupils (students). Teaching can be characterized as cooperation among a teacher and pupils and takes place during classroom interactions. According to Pollard and Tann (1987) teaching concerns *values, aims, attitudes and consequences as well as skills, knowledge and competency* (Pollard and Tann, 1987, p.4). Harmer (2007) compares teaching to a specific description of different professions by using metaphors to describe it. Some of the teachers refer to their job as being an actor as they feel like being on stage acting and performing many roles. Others view themselves as conductors of the orchestra, directing the conversation and “*setting the tone,*” and some as gardeners, planting seeds and watching them grow. The variety of images indicates the range of views that teachers can have about the teaching job. Regardless of how the teachers see themselves, the main purpose of teaching still lies in guiding and helping learners to learn. Harmer’s further thoughts raise another question about the teaching process, as he continues: *“Is teaching about “transition” of knowledge from teacher to student or about creating conditions in which, somehow, students learn for themselves?”* (Harmer, 2007, p.107). By saying so, should the teacher just stand in front of the class and control affairs or move around and help if needed? This depends on many factors and is in details dealt with in Chapter 2.

An interesting point of view about teaching expressed Zoltan Dornyei and Tim Murphey (2003) who stress the importance of the role as group development practitioners and refer to

teaching as “*the exercise of group leadership*”. According to them, one of the main responsibilities of a teacher is to support a good relationship with the groups to encourage their friendliness, cooperation, and creativity. This “*group conscious teaching style*” lays the foundation for a successful collaboration between the teacher and the groups as the initial leadership and direction of the teacher will give them a clear focus and make them feel secure. As a result, the groups will develop their group identity giving the teacher an opportunity for more democratic class practises as the students will get more involved in the process of decision making and direction-finding (Zoltan Dornyei and Tim Murphey, 2003, chapter 6).

Similar views about teaching share Richard and Nunan (1994) describing teaching as a “*helping profession*” depending on the relationship built between the teacher and learners. A crucial factor they see in determining which forms of support, or teaching, will work most effective within that relationship (Richard and Nunan, 1994, p. 103).

Lindsay and Knight (2006) agree that teaching means helping learners learn and are adding that this process takes place in both the school environment and also outside the classroom. There is a lot of “on teachers’ shoulders” as there are so many responsibilities they are accounted for. A teacher has to have a clear plan of what will be taught, what resources to use, what activities he/she will use, how about classroom management, how about feedback and so on. Apart from all the above mentioned, teachers should keep in mind that without actively encouraging learners to take responsibility for their own learning their effort will be never sufficient enough (Lindsay and Knight, 2006, p.3).

In Brumfit’s view (1990) the process of teaching is “*a complex phenomenon*” depending on varying degrees of many factors such as *specific pedagogical behaviours of teachers, their personal attitude and habits, administrative and social context of their activity, and on the collective expectations of their students* (Brumfit, 1990, p.59). He refers to teaching as to “*an institutionalized activity*” (opposed to learning) as the formal teaching process can be identified and intervened with some precision (ibid). Teaching as a complex process is characterized also by Proctor, Entwistle, Judge and Murdoch (1995), comparing teaching with driving a car, where you have to think of many things all at once. I would say it is a very accurate image of a teaching process as you never know who, when and what will cross the street, just like the teacher can never predict what all can (possibly) happen during a classroom lesson.

1.2 The role and purpose of English language teaching

English is taught all around the world and could be considered nowadays as a “universal communication language” and thus English language teaching has become a big business. According to Rossner and Bolitho (1990), the main reason behind it was “a need” for “an *“international” language as a logical requirement in an era of worldwide information-sharing and commercial exchange*, and are adding *“for better or worse, the role has fallen to English:”* (Rossner and Bolitho, 1990, p.5). Rossner (2017) further states that the accelerating pace in globalization has resulted in the urge for knowing more than just one language. Knowledge of the English language started playing a much more important role for further and higher education as well as giving better options for finding a good job. This, on the other hand, raises the question of whether all of those who are worldwide learning English compulsory from primary school will ever going to need it and subsequently use it (Rossner, 2017, p.1). Hills (1978) was trying to justify the need for learning English from primary schools by the request of parents in many countries insisting on their children all learning a foreign language for the simple reason of getting better chances of having ” a better life.” (Hills, 1978, pp.318-322).

In the Czech Republic, English as a foreign language has become a compulsory language on the curriculum at the primary and secondary level since the 1990’s after the “Velvet revolution”. The choice of learning English at regular schools before 1990’s was very limited (Najvar, 2010, p.47).

To sum up, the English language has become a part of our basic education as most of the communication in our global world is done in English. Knowledge of the English language allows the children better life prospects. Therefore, English teaching at primary and secondary schools plays an important part in children’s lives and their further education and consequently getting better job opportunities.

1.3 Beliefs about language teaching as a profession

People become teachers for various reasons. Some chose to be a teacher because they love working with children, some because of their precious memories of their formal teachers who influenced them to the extent of becoming a teacher too; others because of the benefit of

having “2 months of summer holiday”. In the Czech Republic, there is a common “joke” about a teaching job saying that “there are two reasons for being a teacher - two months of summer holiday”. There is no doubt that teaching is a very personal activity. Each teacher brings to teaching different beliefs and assumptions and thus will be perceived differently by the students.

Richards and Lockhart (1996) admit that “*language teaching is not universally regarded as a profession - that is, as having unique characteristics, as requiring specialized skills and training as being a lifelong and valued career choice, and as offering a high level of job satisfaction*” (Richards and Lockhart, 1996, p. 40). By stating so, they continue that this is not the view of all language teachers. There are many factors that influence “*the degree of sense of professionalism about teaching job*”, such as their own working conditions, personal goals and attitude and their career prospects (Richards and Lockhart, *ibid*). However, Richards’ et al (1991) survey came to the conclusion confirming that English language teachers view language teaching as a profession, and see themselves as professionals.

Different views are presented in Connell’s (1985) case study of teachers of Australia. Below is a response of an Australian teacher, Angus, to beliefs about professionalism.

“He sees himself as a conserver of traditions. But he sees himself as a professional and has a well-articulated view that teaching should be seen as a profession. He waxes bitter about its lack of public recognition – “I think teaching is the most despised and rejected profession” and blames “irresponsible” teachers in the private schools, as well as activities of the state teachers’ union, for this (Connell, 1985, p. 41).

On the other hand, others teachers do not consider teaching as a profession at all. Below is a response from Terry.

“Terry insists it is a job, not a calling, with fixed limits of time and emotional involvement. That does not stop him from feeling a strong sense of solidarity with other teachers, and being a firm supporter of the teachers’ union. At this end of the spectrum, the image of teaching is rather more like a skilled trade than a learned profession”. (Connell, 1985, p. 176)

Bartlett (1987) suggests that the key to professionalism in teaching lies in giving teachers the best means or best professional development practices to ensure teachers professionalism. This should be done by finding the best ways for helping teachers to explore their practice. He points out that the practice lies in exploring the relationship between the individual

teacher's thinking and acting in the classroom, and emphasizes the importance of the relationship between teacher's activities in the classroom and its mutual interconnectedness with the values and social ideals in society (Bartlett, 1987, p. 148).

Lewis (1989) argues that "*greater attention to accountability is needed to support language teachers' claim to professionalism*" He claims that teachers' accountability is not only to their clients but also to the taxpayer. Based on this fact, teachers should be able to support their claim of professionalism and effectiveness (Lewis, 1989, p.63).

To sum up, a teaching job is a specific occupation with its pros and cons. People choose a teaching job for various reasons and have different expectations from it. Nevertheless, regardless of whether they consider teaching just as a "job" or whether they believe it is a "real profession", language teaching has become a very important part of our educational system.

1.4 Beliefs about English language teaching

We all have beliefs connected with our lives, the world we live in, beliefs about ourselves. Similarly, when someone is involved in language teaching, he or she has beliefs about the nature of and processes involved in teaching a foreign language (Williams, Mercer, Ryan, 2015, p.61). Kajalas and Barcelos (2003) in their research based on investigation about beliefs within the field of language learning concluded that beliefs can be described as "*the opinions and ideas teachers and learners have about the process of learning a foreign language*" (Kajalas and Barcelos, 2003, in Williams, Mercer, Ryan, 2015, p. 63).

Richards and Lockhart (1996) view teachers' beliefs system as a set of "*goals, values and beliefs*", which are related to the content and process of teaching together with their understanding of the systems they are part of. According to them, these beliefs and values provide the background to most of the teachers' decision making and action, and are referred to as the "*culture of teaching*" (Richards and Lockhart, 1996, p. 30). The term "*culture of teaching*" has been described by Feiman-Nemser and Floden as "*The aching cultures are embodied in the work-related beliefs and knowledge teachers share - beliefs about appropriate ways of acting on the job and rewarding aspect of teaching and knowledge that enables teachers to do their work*" (Feiman-Nemser and Floden, 1986, p. 508).

Richard and Lockhart (1996) furthermore claim that teaching is a complex process compounded by a number of different ways, but traditionally, teaching is described as actions and behaviours carried out by the teachers in the classroom and the effect of these on learners. According to them, regardless of what class the teachers teach, the assignment of tasks will remain the same and consist of tasks described below: (Richard and Lockhart, 1996, p.29)

- *Selecting learning activities/presenting learning activities*
- *Preparing students for new learning/providing opportunities for practice of new items*
- *Asking questions/checking students' understanding*
- *Monitoring students' learning/giving feedback on student learning*
- *Conducting drill/reviewing and re-teaching when necessary* (Richard and Lockhart, 1996.p. 29)

By stating so, they emphasize the importance to examine the beliefs and thinking processes determining teachers' classroom actions to understand how teachers deal with all the above-mentioned dimensions of teaching. Clark and Peterson (1986); and Lynch (1989) add that the teaching process includes a cognitive, an effective as well as a behavioural dimension. They claim that teachers' work reflects what they know and believe and their knowledge and "teacher thinking" is what guides their classroom actions. These beliefs contribute to how teachers (but also learners) behave during classroom interactions; and directly and indirectly influence and affect their expectations.

Teachers' beliefs system is influenced by many factors which can affect the teachers' approaches. Among the factors influencing teacher's beliefs belong teacher's experience as a former language learner; teacher's own experience as a primary source of beliefs about teaching; established practices preferred within a school that proved to be effective, and finally also teacher's personality factors as they can affect their teaching pattern and approach (Richard and Lockhart, 1996, p.31). The last mentioned is particularly essential as our personality significantly affects our reactions under different circumstances. Wright (1991) justifies the importance of a person's personality by pointing out that there is a common assumption among many psychologists believing that regardless of what role we are in (teacher, learner, mother, son or so on), our personalities will be stable and consonant. That of course does not mean that certain roles may not attract us more and thus satisfy more our personal needs. On the other hand, our personality may get modified by a certain role and we

start behaving “*out of context*”. A good example of this is the “experienced teacher after many years of teaching” behaving to his/her family and friends like a teacher (Wright, 1991, p.25).

On the topic of teachers’ beliefs, Williams et al (2015) further mention emotional and cultural background factors. When speaking about emotional factors, teachers should be aware that students can feel strong emotional attachments to their beliefs, which can be implicated in their learning process. Williams continues that if any of the learners’ beliefs may be the sign of student’s failure, it is up to the teacher to help them and re-evaluate their beliefs. There is no doubt that cultural background plays also a crucial part in our beliefs as we all are members of a society with particular beliefs valued within the society. The theme of cultural background seems to have come to a different level nowadays due to globalization and migration. Nevertheless, regardless of what cultural background we belong to, there has to be some degree of mutual understanding and respect to each other, and this is applied not only in the school environment (Williams et al, 2015, pp. 65-66).

In conclusion, in this chapter, various authors have expressed their opinions on beliefs about English language teaching and have mentioned various factors influencing teachers’ beliefs that can affect teachers’ approaches.

2 Roles of the English teacher

This chapter describes the role of the teacher by viewing all aspects influencing it. Further, different teacher’s roles are defined to explain their importance not only in shaping students good manners but also in the teaching/learning process.

2.1 Describing a good teacher

To begin with, it is important to explain what it takes to be a teacher. Being a school teacher is a very demanding job and requires many responsibilities, duties and obligations. Most of the adults can recall their own schooldays and identify teachers which they adored and looked up to (but it certainly works also the other way around). Some of them loved their teacher because of his/her personality, others for his/her friendliness, and some simply because the teacher was a fascinating person. There is nothing such as a “universal description” of a good

teacher. Every teacher is different and “unique” as each person is “unique” with his/her own cultural background and life experiences which influence the person’s personality and perspectives, and thus is often successful in different ways. Teachers possess their strengths as well as weaknesses, some are more introvert while others are extrovert. The judgment of a teacher also depends on students’ view as not all students will share the same opinion (Harmer, 2009, p. 23).

A commonly shared statement that “good teachers are born, not made” is widely used when referring to a teaching job. Furthermore, some do not even consider a teaching job as a profession but more like a mission (language teaching as a profession is dealt with in Chapter 1.3. above). There are still others who may not be “naturally gifted”, but still succeed as effective and popular teachers (Harmer, *ibid*). The teacher’s character seems to be one of the criteria that matter most. Harmer (2009) agrees that teacher’s own personality is what was answered by several people when they were questioned about their opinion on what makes a good teacher. According to him, there is, unfortunately, nothing as an ideal teacher personality. Teachers’ effectiveness can be presented by both being “*larger than life*” but also by “*persuading through their quiet authority*”. Harmer is further noting that in students’ view a good teacher is not only a professional who comes to teach them but also *to glimpse the “person as well”* He suggests that an *effective teacher personality is a blend between who we really are and who we are as teachers*. (Harmer, 2009, p. 24)

According to Lindsay and Knight (2006, pp.3-4), an effective teacher is described as follows:

- understands learners’ needs and responds to them positively*
- designs lessons which reflects the learners’ needs and develop their communicative skills*
- monitors and corrects sensitively*
- provides feedback and encouragement when appropriate*
- ensures learners not to worry about making mistakes - as they are a part of the learning process*
- encourages good learning habits inside and outside the classroom*
- keeps track of progress, gaps in learners’ ability, and repeated errors*
- creates an “input-rich environment” in the classroom (putting pictures with English text on the wall or notice boards)*

-encourages learners to read English text, to listen to the radio in English (for example BBC News), or watch English movies, series, sitcoms etc. (Lindsay and Knight, 2006, pp.3-4)

All those above mentioned responsibilities and duties show that a teaching job requires multi-tasking ability to maximize the teaching-learning process. Pollard and Tann (1987) are adding that a person's development is a life process; however, they are highlighting the importance of our early formative experiences. Their explanation is based on the fact that our personal qualities, such as *"having the capacity to empathize and having the confidence to project and assert oneself"*, play an important role in teaching. Apart from that, they say, even more important is having the capacity to know oneself e.g. weaknesses and strengths, as this will be helpful because they will be revealed by the students sooner or later (Pollard, Tann, 1987, p.32).

To conclude, a teacher is a very important person in children's life as he/she is the one to guide, instruct and help them. This is why it is crucial that the teacher does everything possible to be a "good one". There are many factors influencing teachers' approaches, but whatever the teachers do, should reflect mutual understanding and respect between them and the students.

2.2 Describing a role

In the previous chapters was explained the purpose of ELT, teaching and beliefs about it were examined. This chapter deals with the appropriate roles of an English teacher in individual sections.

To start with, we should first define what a role is. According to the Concise Oxford Dictionary (1982) "role" is defined as: *"actor's part, one's function, what person or thing is appointed or expected to do"*. (Oxford Dictionary, [online]).

The moment a child is born, he or she starts fulfilling many roles that have features in all above mentioned characteristics, in other words, he/she is an actor of social roles. There are many roles we carry out in our society, and they may differ. There are some roles which are hard to avoid (e.g. father, mother), some roles are assigned to us due to circumstances (e.g. school pupil) and then, there are those roles which we chose for ourselves (e.g. teacher) (Wright, 1991, p.3).

Ellis and McClintock (1990)) refer to a role as “*the part taken by a participant in any act of communication*” (Ellis and McClintock, 1990, in Richards, Lockhart, 1996, p. 97). Richards and Lockhart (1996) state that our roles can differ depending on interactions as there are those which are relatively fixed (e.g. teacher-student), whereas others roles can be just *temporary and open to negotiation*. In roles that are compared e.g. teacher versus student, there is a similar pattern of characteristics:

- *They involved different kinds of work and different levels of responsibility*
- *They involved different kinds of relationship and different patterns of interaction and communication*
- *They involved different power relationships* (Richards, Lockhart, 1996, pp. 97- 98).

There are many factors influencing the role of a teacher and a learner. English language teaching is a group activity varying according to several factors. These factors play an important part as they influence the roles that individuals either adopt or are given, and how they are perceived by them (Wright, 1991). Anyone may argue that the relationship between a teacher and a student can be simplified as the role of a teacher “the superior” and the students “the subordinates”. But it takes more to consider than just this simple fact. Wright (1991) argues that if we want to detect these influencing factors, it is necessary to answer the following questions:

- What do individuals contribute to a learning group?*
- *What do individuals do in a learning group?*
- What are the effects of the group process on both individuals and groups?* (Wright, 1991, p.11)

He suggests that answering those 3 related questions will present a set of expectations about others actions and their roles adoption. Furthermore, these expectations will influence the group actions and will get modified in relation to the duration and quality of the group’s activities. He also points out that conditions within a group are subjected to a constant change that has a cumulative effect. Having said that, he emphasizes that teaching/learning activity is a long–term process, and thus evaluation of changes in students’ behaviour and knowledge is usually not easy to assess (Wright, *ibid*).

2.3 Specific roles of a teacher in the English language lesson

The teacher's role can be viewed in many ways as there are many different aspects of teaching and learning. Education, just as other fields and activities in societies, has been subjected to changes due to the constant development of the society that occurs as a result of political, economic, geographical and other changes. Long are gone the days in which the teacher presented the old-fashioned image of a dictator. That reminds me of the unforgettable role of Jan Tříska, as the uncompromising and strict teacher “*Igor Hnízdo*”, in the Oscar-nominated movie *Obecná škola*. His peculiar and unconventional practices are something that would be nowadays inconceivable. The role of the teacher as an autocratic and even despotic commander is in sharp contrast to what teachers incline today. The role of a teacher has changed and the teachers are encouraged to see themselves more as supporters (rather than dictators) and help the learners; and as facilitators, who assist them how to think rather than just transmit the knowledge (Ur, 2012, p. 16).

In theory, most teachers would like their students to be as independent and autonomous as possible which corresponds with the learner-centred approach; however, this can be counterproductive, especially in language teaching. Language teaching is a very specific activity and not everything can be discovered and created by the learners without being instructed by the teacher. Knowledge of any language does not consist only of learning vocabulary which is something the learners can do by themselves. There are other aspects of the language as pronunciation and grammar that requires the teacher's initiated instruction - teacher-centered approach. Ur (2012) summarizes that *effective language teaching should be arguably based on a substantial amount of teacher-initiated instructions; through student centred activation has an essential place as well* (2012, *ibid*).

Harmer (2007) uses the same term “facilitator” when referring to the basic “role” of a teacher. In his description, a facilitator is a teacher who prefers a democratic rather than an autocratic approach, concentrates more on group work and pair work to support learners autonomy and considers himself/herself more as a resource of knowledge for them rather than a transmitter of it. Harmer emphasized that the crucial aspect of teaching (not only language teaching) is to “facilitate learning”. However, he points out that since every classroom and its learners are different, there is a need for the teachers to be able to adopt a variety of roles in the class as each role has its specific features, which are the basis for the relationships, responsibilities

and expectations of both teacher and pupils. The way teachers “act” depends also on their experiences, type of school and also learners abilities (Harmer, 2007, p. 108). Richards and Lockhart (1996) agree that the teacher is the one responsible for creating his/her own roles within the classroom. They emphasize that roles should be based on teachers’ theories about teaching and learning, and the kind of interaction should support these theories (Richards and Lockhart, 1996, p.104).

The following sub-chapters describe in details eight specific roles that arise from the teacher and students specific needs and purposes that can be played in the teaching process as preferred by Harmer (2007).

2.3.1 Teacher as a Controller

Previously, there was mentioned concern about what the teachers should do in terms of whether to stay in the front of the classroom and just control it or whether to move around and help? There is no a “right” answer to this question as both tactics have their justification. Teachers who act as “controllers” want to be in charge and control the class, and usually stand in front of the classroom. Teachers chose to act as a controller for various reasons. Harmer (2007) explains that teachers acting as controllers are usually comfortable with the image as they view themselves as transmitters of the knowledge. This allows the teacher to “lead from the front” with all the attention drawn to them. This tactic may work when explaining grammar or other information as no or just a little students’ participation is necessary apart from paying attention (Harmer, 2007, p.108).

From the students’ point of view, transmission teaching means little or no opportunity to take responsibility for their own learning. Harmer admits that this role is suitable when explaining grammar; however, it will be not so effective for activities based on students’ cooperation such as group work or pair work. Students are practically only listening or writing whatever the teacher says without having a chance to speak, in other words having opportunity for their own “agency”. This traditional teacher-centred model of behaviour denies both the teachers and the learners many other possibilities of cooperation, lack of variety in activities, and may result in loss of motivation of the learners. Unfortunately, despite the fact this model of behaviour is based only on the passive transmission of knowledge from teacher to the students and is without any active participation of the learners, Harmer (2007) admits, it is the most common teacher role. His explanation lies in the reality that many teachers feel comfortable in

controlling the class; some because of the fear of trying something “different”; some because they do not like changes and some because they are just used to it (Harmer, 2007, p. 109).

2.3.2 Teacher as a Motivator

Motivation is an essential part of every human activity. Motivation is what drives us to be better and more successful in our lives, regardless of whether it is in the field of business, partnership, sport or education. Finding motivation in whatever we do, will increase our chances of succeeding and will make us happy and satisfied. On the other hand, lack of motivation can result in failure, apathy and even frustration. When talking about motivation in the school environment, most of the children will say regarding schools that they are “boring” (Pollard, Tann, 1987, p. 122).

From my own experience, I have to admit, it is true. I have two thirteen-year-old nieces and one 10-year-old nephew, and each time I ask them: “What about school?” they simply reply “boring”. That brings me to further questions like “what is boring” the teachers, the classroom, your schoolmates? Unfortunately, I never get the answer. Nevertheless, this common children’s perception regarding schools is quite sad and even appalling, when considering the importance of education. For this reason, the primary function of the teachers is to motivate the students. Ur (2012) admits that when it comes to the initial level of students’ motivation to learn English, there is not much that the teacher can do. However, once in the language learning process, it is up to the teacher, whether the lesson will be interesting and motivating, or whether it will be just the opposite - boring and demotivating (Ur, 2012, p. 18).

Based on this fact, the role of a teacher as a “motivator” plays an important part in the teaching/learning process. On the other hand, teachers’ own motivation is no less important as, without an interest, enthusiasm and satisfaction from doing their work, their effort to motivate their students would be more likely useless (Williams et al, 2015, p.119).

There are several factors that can influence our motivation. The teacher's motivation for the learners to learn the language will be characterised as the external motivation as it comes from the “outside”. Learner’s own decision of learning whether based on intrinsic motive (*carrying out the activity for the enjoyment or satisfaction, based on personal interest*) or extrinsic (*doing something to achieve another goal that is not related to the activity itself*) will be characterized as an internal motivation (Williams et al, 2015, p.106). According to Williams

the distinction between external and internal motivation can help teachers to better understand the learners' motivation. On the other hand, she continues that what might seem like an internal motivating factor to one person could be external for another and vice versa. Nevertheless, in general, if the motivation is internal, our behaviour tends to be more *focused and sustained* (Williams et al, 2015, p.106).

Lindsay and Knight (2006) argue that a mismatch between intrinsic and extrinsic motivation can result in ineffective learning. Their claim is based on the fact that learning a language only for external factors such as getting a good job, pressure from parents and so on, without wanting it, may issue further problems in learning. That could be prevented by open discussions with the students about the purpose of learning English, their own views about the language, their own motivation motives (Lindsay and Knight, 2006, p. 107).

Covey (1989) explains in his bestseller "*The Seven Habits of Highly effective people*" that our motivation is determined by understanding the reasons for our actions. However, to understand why we do it, we need to know what and how to do it. And here comes the importance of the teacher as he/she is the one to assist, help and guide the students about what and how to do to keep their motivation at the "highest gear" (Covey, 1989 in Efektivní výukové nástroje pro učitele, 2017, p. 3)

There are many strategies how to achieve this. According to Wright (1991, p.53), learners' motivation can be supported and increased by:

-adopting a positive attitude towards the learners

-giving pupils relevant, meaningful, and interesting tasks to do

-being motivated and interesting themselves

-Actively involving the learners in the classroom process

-maintaining discipline and establishing a reasonable working atmosphere

-introducing learners to the concept of self-appraisal and self-evaluation

-giving positive feedback to learners

-encouraging pride in achievements of the learners (displaying their work on board, classroom walls) (Wright, 1987, p.53)

Pollard and Tann (1987) add that teachers should keep in mind that motivation is highly subjective due to children's individuality, their perception of themselves, different views on

teachers and schools in general. Nevertheless, regardless of all those factors, teachers should aim at boosting children's positive motivation towards learning to maximize their learning effort (Pollard and Tann, 1987, p. 121).

2.3.3 Teacher as a Prompter

The teacher's role of a "prompter" will be needed and appreciated mainly in activities such as role-playing, where learners may lose the thread of what is going on or when they are "lost for words".

It is then up to a teacher, whether he/she let them find their own "way out", or whether to "nudge" them a little bit. The latter option is what a teacher "prompter" would choose. When prompting the learners, it is important to do it sensitively and discreetly in order not to take the students' initiative away from them and thereby discourage them from any further actions. On the other hand, if the teacher "plays dead", and let them struggle; the students may lose their interest in continuing with the activity (Harmer, 2007, p. 109). The aforementioned role-playing can contribute to the formation of good manners as students play/imitate different social roles in real-life situations and thus learn how to react and respond appropriately in a given situation (Harmer, 2009, p. 125).

According to Chesler and Fox (1966), by engaging students in role-playing, teachers can effectively help to solve interpersonal problems in the classroom and teach students appropriate interpersonal skills. They continue that role-playing leads students to step outside the accustomed roles they play in life by abandoning their usual behaviour patterns and exchanging them for the role and pattern of another person. The key factor of successful role-playing lies in speaking, behaving and feeling like the other person, without feeling foolish as the students own behaviour is not an issue (Chesler and Fox, 1966, p. 3). Role-playing is thus an effective activity in shaping students' appropriate good manners.

2.3.4 Teacher as an Organizer

There is no doubt that without a proper organization, things may not work as we imagine and plan, teaching included. That is why organizing the learners to do various activities is one of the essential tasks of the teachers. Teachers should know beforehand what the aim and purpose of the activities are and based on it, choose the most suitable organizing patterns. Harmer (2007) suggests four aspects, which needs to be followed in the role of a teacher

“organizer”. First and foremost, students need to be engaged and drawn into the activity to generate interest, prepare and tune into the activity itself. In the next step, the teacher provides the students with the necessary information and instructions and if needed with a demonstration of what to do, as this will help the students to get a "better idea" of the task. Then the student will start the activity, which will be completed with feedback from the teacher in a pre-agreed format (Harmer, 2007, p. 111-112).

There are several factors teachers must take into account when organizing students into learning groups. Teachers can choose from pair activities to various forms of group activities (three or more learners working together) with different seating arrangements. Although both group and pair work are based on collaborative activity, each one is suitable for different purposes and used in different learning situations (Ur, 2012). Each of the forms has its pros and cons. One of the teacher’s concerns should be the time management required to perform and complete the activity. When choosing a group work, they should be aware that it involves moving around the students and even their chairs or tables around the class, and thus it will be more time consuming than pair work. Teachers should also consider that group work can be more difficult to control, especially in classrooms with discipline problems. However, there are many other advantages why to decide for group work. During group work, students are more open to discussion. The shy students can overcome their fear of talking and expressing themselves, which they otherwise would have when talking to the whole class. Group work can boost learner’s team spirit, increase their interest in the English language, and allow them to “get a break” from the routine of sitting in the same place (Ur, 2012, pp. 233-234).

2.3.5 Teacher as an Assessor

Assessing students is another of the teacher’s responsibilities during a course of study. Assessment is important not only for the teachers but also for the students as it provides important information regarding students’ performance and achievements. According to Pollard and Tann (1987), assessment has become an important part of education for two reasons. The first and most important is that assessments provide governments with a way of measuring educational outputs. The second reason is the interest of teachers themselves who, through assessment, can evaluate their own progress in teaching by gathering evidence of student progress and responses and then adjusting and their curriculum to meet the students’ needs (Pollard, Tann, 1987, p. 247).

Assessing should not only reflect learners' progress but also provide feedback on learners' knowledge. There are many options for how to assess learners. It can be done formally, in a form of classroom tests, oral exams, or informally, by giving quick quizzes or dictations once again in a written or oral form (Ur, 2012, p.17). Although there is likely not a form of assessment that will be "popular" by the students; grading will still remain as one of the important tools for the teachers to determine learners' level of knowledge and their progress. The teacher, as an assessor, should not only evaluate and grade the students but also give the students appropriate feedback on their progress and correct them if necessary. It must be done in a sensitive and inoffensive way, as the teacher-student relationship should be based on mutual respect. Pollard and Tann (1987) add that teachers should keep in mind that assessment can be enormously constructive in the teaching/learning process but can be also very destructive (Pollard, Tann, 1987, p. 247).

An interesting point of view is presented by Pauline Rea-Dickins (2004). She argues that although students' observation is a part of teachers' professional practice, enabling them to gain insight into students' progress and to assess specific learning outcomes and overall performance, many teachers prioritize 'formal' and 'procedural' assessment and undervalue observation-based approaches to assessment as part of their everyday classroom practice (Dickins, 2004, p.249).

2.3.6 Teacher as a Participant

The traditional image of a teacher during a classroom interaction is based on the superior role of the teacher standing in front of the class, giving instruction, providing feedback, and correcting mistakes of the learners. There might be moments during certain stages of the lesson when the teacher decides to act not as a teacher but as a participant (Harmer, 2007, p. 109). This particular role of a teacher can improve the atmosphere in the classroom as the teacher gets actively involved in the activity (Eton Institute, [online]). The teacher becomes equal with the students and joins the activity as "one of them". Harmer (2007) continues that this form of interaction with the students requires teachers' suppression of his/her "authority" not to dominate and become a centre of attention. On the other hand, the students may not feel "comfortable" viewing the teacher as equal as they might still perceive him/her as the "dominant one". Harmer (2007) further points out that this particular role of a teacher takes

great skill and enthusiasm of the teacher; however, when all goes well, it will be enjoyable and beneficial for all participants (Harmer, *ibid*).

2.3.7 Teacher as a Resource

Students mostly perceive the teacher as "the one who has/knows all the answers". That seems to be obvious as who else should they approach. Nevertheless, there are activities, where the teachers should just "lay back and chill out" and let the students be as independent as possible. That is the moment when the teacher best serves as the resource. Instead of giving the students answers to their questions, the teacher guides and directs them how and where to find needed information and how to use it. This kind of role is appropriate in situations such as the preparation of a presentation or a project in which the role of a teacher acting as a prompter or controller would be contradicting. Encouraging the students to use resource materials for their learning will foster their independence, which is the purpose of a teacher as a resource. There are situations when even the teacher may not know the answer (as the teacher is neither a walking dictionary nor encyclopaedia). In cases like that, the teacher should make sure to have needed information next time; otherwise, the students may lose confidence in the teacher (Harmer, 2007, p.110).

2.3.8 Teacher as a Tutor

In projects (e.g. process writing or preparation for a talk or debate, self-study) that involve an individual approach from the teacher, the teacher's role combines the features of a prompter and resource; in other words, the teacher acts as a tutor.

Students may work individually or in small groups; while the teacher goes around the class, checking on their work, offering help or general guidance if needed (Harmer, 2007, p. 110).

The teacher as the tutor acts as a "coach". The advantage of this role lies in the teacher's approach to the students. Acting as a tutor can also enable the teacher to tailor teaching to suit the specific needs of the students. On the other hand, the teacher should be aware that individual guidance of students can lead to their constant dependence on his/her help, and thus could be contra-productive (Eton Institute, [online]).

In conclusion, there are various roles that teachers can play during English class intercourse. Each role has its specifics and enables, in a certain way, the teacher to maximize the effort of the teaching/learning process. The selection of the appropriate role should reflect the needs of

teaching and learning to promote a centred learning base. On the other hand, it is up to the teacher to choose an appropriate role in which his/her feels comfortable and which can best support the teacher's teaching intention.

3 Politeness - good manners in EFL classrooms

3.1 What does politeness mean?

When it comes to politeness - good manners, in general, each of us will most likely refer to the use of words such as thank you, please, goodbye etc., which are related to culture appropriate manners we all have learned from childhood. These habits concern standard manners, in other words, politeness in social situations. It is understandable as we all can recall our parents saying to us: "Be polite and behave well".

Being and behaving politely is simply something we have been taught and led to from early childhood and has eventually become a part of our personality. As we grow, politeness further connects with our ability to speak differently to people of different ranks, in different situations, as well as with the ability to distinguish an insult from a compliment (Krampsch, 1998, p.26). That would be a simplified description of politeness without the aspect of its pragmatic meaning.

In theory, there is a significant difference between when we say "Do it!" and "Can/could you do it, please?" Even a very young child can spot the difference, as each utterance will sound different due to the intonation, sound, face expression and/or gesture. The reason behind that is that learning politeness begins at an early age and is a part of our socialization. When speaking about politeness in ELT classrooms, we need to consider more than just the ability to distinguish a threat from a polite question.

3.2 Politeness in pragmatics

Teaching linguistic politeness is a means of promoting the learners' pragmatic competence. Pragmatic competence has been claimed to be "the most difficult aspect of language to master in learning a second language" (Blum-Kulka and Sheffer, 1993, p. 219).

There are various definitions for defining pragmatics. Different authors, in their definition of pragmatics, reflect their theoretical orientation and audience in their definition of pragmatics (Rose, Kasper, 2001, p. 3). In Crystal's (1990) view, pragmatics as a term can be summarized as an application of linguistics rules in real communications, in other words, studies the factors of using the language when someone speaks or writes (Crystal, 1990, p. 243). Similarly, Rose and Kasper's (2001) define pragmatics as *the study of communicative action in its sociocultural context* (Rose and Kasper, 2001, p.2). When referring to communicative action, they further add that communicative action is not subjected only to expressing different speech acts such as complaining, apologizing, requesting, complimenting, but includes also engaging in various types of discourse and taking parts in various speech events of different lengths and complexity (Rose and Kasper, *ibid*).

Politeness, as a part of pragmatics, has become one of the most popular areas of pragmatics, drawing a lot of attention in recent years among linguists (Culpeper, J., 2011, Barešová, 2008, p. 11). According to Brown and Levinson (1987), who wrote one of the most significant and detailed books about linguistics politeness, "*Issues bearing upon politeness have emerged as being of central interest in sociolinguistics, pragmatics, applied linguistics, social psychology, conversational analysis and anthropology*" (Brown and Levinson, 1987, p.2). The politeness research study is based on interpersonal communications among people and covers behaviours which through people show their feeling to others and also let others know how they want to be treated. Crystal (1990) states, that when two people are talking it takes more than just using the same pronunciation, grammar and vocabulary (Crystal, 1990, p.14). On the other hand, he argues that communication does not lie only in words and utterances as there are other ways of communication methods such as gestures, facial expressions, or touch. Despite this, he still admits that the main purpose of language is to communicate and get your message across. Crystal (1990) further claims that in theory, it is up to us what we say and when we say it. In practice, there are involved many social rules (most of them unconsciously) which control the way we speak (Crystal, 1990, p.243). Our social status and consequently our social relationships are other factors determining the way we communicate (Yule, 1996, p. 59). Politeness thus reflects our awareness of other people but there is still one important aspect of it, and it is culture.

Barešová (2008) in her study proves that culture plays an important role in the perception of politeness and emphasizes that there are various devices for expressing politeness for each

language. She continues that although similar assumptions will be shared by people of the same culture, these will be viewed differently by people of a different culture as their perceptions of politeness will differ (Barešová, 2008, p. 11).

Yule (1996) states that politeness can be treated as a fixed complex as in the idea “of polite social behaviour “or etiquette, within a culture. He continues that there are possible general rules for being polite in social interactions within a particular culture, including tactfulness, generosity, modesty, and sympathy towards others (Yule, 1996, p. 60).

According to Robin Lakoff (1990), politeness is *"a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange"* (Lakoff, 1990, p.34).

In Leech's view (1983), the politeness principle means that one has to *"maximize the expression of polite beliefs, minimize the expression of impolite beliefs"*. Leech divided them into six maxims: tact, generosity, approbation, modesty, agreement, sympathy (Leech, 1983, p. 81).

3.3 The concept of “face”

Within a social interaction, there is another factor we need to consider, and it is the concept of “face”. The term “face” was mentioned by Goffman (1967) and is defined as *the positive social value a person effectively claims for himself by the lines others assume he has taken during a particular contact* (Goffman, 1967, p.5). Brown and Levinson (1987) notion of “face” builds upon that of Goffman. They state in their book *Politeness. Some Universals in Language Use* that although there are differences in the content of face in different cultures, they assume that *the mutual knowledge of member's public or self-image or face, and the social necessity to orient oneself to it in interaction, are universal* (Brown and Levinson, 1987, pp. 61-62). Brown and Levinson concept of face has drawn a lot of attention in politeness research study since their seminar work. According to Yule's (1996) description, the face *presents the public self-image of a person*. Based on this fact, politeness can be defined as *"the means employed to show awareness of another person's face"* (Yule, 1996, p. 60). Within social interaction participants can show their awareness for another person's face either in a friendly way presenting their social closeness as in “Hi, what's up?”, or their social

distance as in “Excuse me, Sir, could you tell me, how I get to the railway station?” Generally, people in everyday communications behave in the way, they want to be respected and present their face wants. People’s expectations regarding their self-image will differ according to their intentions. If the speaker’s *intention represents a threat to another person’s expectations regarding self-image, it is described as a “face threatening act”*. On the other hand, if *someone’s action might be interpreted as a threat to another’s face, the speaker can say something to lessen the possible threat, it is called a “face saving threat”* (Yule, 1996, p. 61).

In communication within a social community, we can pay attention to a person’s negative face wants or positive face wants. When referring to the word “negative”, it is not meant as “bad”, it is just the opposite pole from “positive”. A person’s negative face is defined as the need to have freedom of action, to act unimpeded, and to be independent. A person’s positive face is defined as the need to be accepted, approved, even liked, and showing the need to be connected. A face saving act concerned with a person’s positive face is called positive politeness and is based on showing solidarity, emphasizing that both the speaker and the hearer wants the same thing, and share common goals. Questions for the positive politeness strategy are expressed by expressions such as below:

- a) How about lending me a pen?
- b) Hey, buddy, I’d appreciate it if you’d let me use your pen (Yule, 1996, p.64).

A face saving act oriented to the person’s negative face, which tends to show deference, emphasizing the importance of the hearer’s time and concerns, and often includes an apology for the imposition, is referred to as negative politeness (Yule, 1996, pp. 61-62).). However, it is necessary to note that the action of the face saving act in nearly all of the contexts of English speaking is usually employing a negative politeness strategy. The use of modal verbs is typical for those requests such as below:

- a) Could you lend me a pen?
- b) I am sorry to bother you but can I ask you for a pen?
- c) I know you’re busy, but might (could) I ask you ...em if you happen to have an extra pen ...that I could ...you know....eh maybe borrow? (Yule, 1996, p.64).

Brown and Levinson (1987) referred to positive politeness as being approach-based, where in some respect; the speaker wants the hearer's wants, which can be accomplished by treating him/her as a member of a group, a friend, someone who is liked. The negative politeness is referred to by them as being avoidance-based, as it is oriented towards partially satisfying (redressing) hearer's negative face, with the speaker's intention to ensure the hearer of his/her freedom of action (Brown and Levinson, 1987, pp. 61-62).

In conclusion, politeness as a part of pragmatics has become in recent years a phenomenon and the approach and theory of politeness have become a rapidly developing field of study. Linguists such as above mentioned Brown and Levinson, Leech and Lakoff have continued their politeness research study after Goffman's notion of face. Effective communication includes politeness strategies to be employed. By doing so, the listener can be prevented from feeling insulted or losing his/her self-esteem. It is concluded; however, that what is considered as being polite in one culture can be viewed as inappropriate and impolite in another culture as politeness strategies vary across cultures.

4 Teaching appropriate good manners - politeness in EFL classrooms

This chapter focuses on the communicative approach as a way of promoting appropriate behaviour - politeness in EFL classrooms. It describes different aspects of communicative competence that are parts of communication and thus reflect our attitudes in social interactions.

4.1 The Communicative Approach - Communicative Language Teaching (CLT)

The purpose of language is communication (Byrne, 1969, p. 42). Leech (1983) refers to communication as "*problem - solving*" (Leech, 1983, p.1). The purpose of communication is to get a particular message across to the hearer whose problem to solve lies in figuring out what the speaker means. Successful communication is based on the cooperation of the parties involved. To cooperate successfully, mutual understanding and employment of politeness strategies appropriate for the given situation, such as acknowledging social relationships and understanding the real meaning of the language used, are necessary (Barešová, 2008, p. 16).

In EFL classrooms, politeness strategies are learnt and practised not only as a part of the teaching/learning process but also during teacher-students talks, debates and various activities. Using and distinguishing polite expressions is an essential part of foreign language teaching and is done via communication. Based on this fact, mutual communication among the teacher and students reflects their awareness and thus is very important. Teaching students good manners - politeness strategies is important to achieve effective communication. During lessons and class discourses, the teacher uses many utterances, which can support and apply appropriate politeness strategies. In addition, appropriate politeness strategies can be used to support the speaker's position in negotiating his/her needs in the community facilitate cooperation, and/or to reduce conflicts. Based on those facts, politeness strategies employed by the teacher in EFL classrooms can positively influence the atmosphere between teacher and students and establish a respectful relationship (Common European Framework of Reference, 2001).

Good manners and politeness are taught nowadays through the so-called "Communicative approach", focused on language use in real-life contexts. Comparing with the methodology such as "Grammar Translation Method", focusing predominantly on the structure of language, the "Communicative approach" is based on the belief that, when involving students in meaningful-focused communicative tasks, then "*the language learning will take care of itself*" (Harmer, 2007, p.69). In the 1970's, David Wilkins, as one of the pioneers of the Communicative approach, emphasizes that primary importance, when it comes to language teaching/learning, does not lie solely in concentrating on grammar, but more when and how it is appropriate to say certain things. Based on this fact, the role of communicative language teachers lies in teaching students to be able to express themselves in various speech situations such as how to apologize, invite, make requests, agree and disagree along with the grammar usage of the past perfect or the second conditional (Wilkinson, 1976, in Jeremy Harmer, 2007, p. 69). The Communicative Approach/Communicative Language Teaching concentrates on the functional and communicative view of language, viewing language primarily as a means of communication, aiming to develop the learner's communicative competence, in other words, to be able to communicate in that language.

Rose and Casper (2001) state that two main components of different definitions of communicative competencies tend to include a code component describing language user's/learner's knowledge of syntax, morphology, semantics lexis and phonology, and use of

component describing user's/learner's ability to use language appropriately for a purpose within a given context (Rose and Casper, 2001, pp. 63-64).

The term communicative competence was coined by Dell Hymes in 1966 as a reaction to Noah Chomsky's (1965) notion of "linguistic competence". Hymes (1972), in his description of communicative competence, states: "...a normal child acquires knowledge of sentences not only as grammatical but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others" (Hymes, 1972, p.277).

This statement is in contrast to Chomsky's (1965) definition between performance and competence, in which he made a fundamental distinction between competence - "*the speaker-hearer's knowledge of the language*", and performance - "*the actual use of language in concrete situations*" (Chomsky, 1965, p. 4). Hymes' communicative competence is in direct and deliberate opposition to Chomsky's linguistic competence meaning simply "knowledge of the language system" - grammatical knowledge (Brumfit, Johnson, 1987, p.13). Hymes argues that viewing competence only in the way that relates to grammar or the rules of grammar without paying attention to the engagement of language in social life is in Hymes' words "*rules of use without which the rules of grammar would be useless*" (Hymes, 1971, p. 15). By stating so Hymes (1972) emphasizes that communicative competence is not only about the knowledge of grammar rules, but also about the rules of language use appropriate to a given communicative situation. Hymes does not argue that the grammatical factor of communicative competence is not important; on the contrary. He states that grammar is one of several sectors of communicative competence, listing four sectors. The first, concerning the fact, whether or not something is formally possible, and can be considered as the equivalent to Chomsky's grammatical knowledge. The second factor concerns feasibility, noting that sentence can be grammatically possible; however, if it is not feasible, it does not make sense and thus has no communicative meaning. The third sector deals with appropriateness to context. In this case, a sentence can be grammatically correct, possible and feasible, but inappropriate. The last sector refers to "accepted usage", concerning whether or not something is in fact done. In fact, a sentence may meet all the above-mentioned requirements of possibility, feasibility, and appropriateness and does not occur (Hymes in Brumfit, Johnson, 1987, p.14).

Building upon Hymes (1972) concept of communicative competence, Canale and Swain (1980) further developed the concept of communicative competence by dividing it into three dimensions, and later Canale (1983) added fourth, summarized in Rose and Casper (2001) as follows:

- *Grammatical competence (the knowledge of linguistic code features such as syntax, morphology, semantics, phonology)*
- *Sociolinguistic competence (the knowledge of contextually appropriate language use)*
- *Discourse competence (the knowledge of achieving coherence and cohesion in both written and spoken communication)*
- *Strategic competence (the knowledge of using communicative strategies to handle breakdowns in communications and make communication effective (Rose and Casper, 2001, p. 64)*

4.2 The Common European Framework of Reference

For English teaching purposes, the communicative language competences are summarized in the Common European Framework of Reference for Languages. This document serves as a basic document for foreign language teaching in Europe. According to this document, communicative language competences include the following components: linguistic competence, sociolinguistic competence and pragmatic competence (Common European Framework of Reference, 2001, p.108). As already mentioned, the purpose of language is communication, and all three above components are important. However, when considering good manners-politeness, sociolinguistic competence and pragmatic competence will be of my concern.

4.2.1 Sociolinguistic competence

Sociolinguistic competence is concerned with the ability to use language appropriately in social contexts. A social context is connected with the cultural specifics including the norms, beliefs, values and behavioural patterns of culture (Alptekin, 2002, p. 58). Since language is a sociocultural phenomenon, sociolinguistic competence is a very important component of any language. In the Common European Framework of Reference (2001) the sociolinguistic competence when concerning good manners-politeness relates to linguistic markers of social relations; politeness conventions and register differences.

Linguistic markers of social relations include:

- *the use and choice of greetings when arriving such as Hello, Good morning, introducing such as How do you do and leave-taking such as Goodbye...See you later*
- *Use and choice of address forms: frozen such as My lord; formal such as Sir, madam, Miss, Professor; informal by using first name only such as John; familiar such as darling, dear, love; peremptory when using only surname; and ritual insult which are often affectionate such as you stupid idiot.*
- *Conventions for turntaking*
- *Use and choice of expletives such as my God, Bloody Hell etc. (Common European Framework of Reference, 2001, p.119).*

Politeness conventions include already mentioned:

1. *positive politeness (showing interest in a person's well-being)*
2. *negative politeness (avoiding face threatening behaviour).*
3. *appropriate use of please, thank you etc.*
4. *impoliteness (deliberate floating of politeness conventions) such as:*
 - *bluntness, frankness,*
 - *expressing content, dislike;*
 - *strong complaint and reprimand, venting anger, impatience;*
 - *asserting superiority (ibid)*

When referring to politeness conventions, it is necessary to mention the so-called “Co-operative principles” of H. P. Grice. Grice (1975), in his essay *Logic and Conversation*, states “*Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged*” (Grice, 1975, p. 45). For this purpose, Grice suggests four sub-principles, called maxims, as shown below:

- *Quantity: make your contribution as informative as necessary, but not more*
- *Quality: try to make your contribution one that is true*
- *Manner: be brief and orderly, avoid obscurity and ambiguity*

- *Relevance: do not say what is not relevant* (Common European Framework of Reference, 2001, p.123)

One of the reasons why politeness conventions have departed from Grice's Co-operative principle is their straightforward application (Common European Framework of Reference *ibid*). However, it does not mean that Co-Operative principles should not be considered in communication. A specific purpose rather than the inability to meet those criteria may lead to their avoidance in effective communication (Common European Framework of Reference, 2001, p. 123). Politeness conventions vary across cultures, and misunderstandings can often arise between ethnic groups, especially in the literal interpretation of polite expressions ((Common European Framework of Reference, 2001, p. 119).

Register differences

The term “register” refers to systematic differences between varieties of language used in different contexts. It is related to differences in level formality such as shown below:

- *frozen, e.g. Pray silence for His Worship the Mayor!*
- *formal, e.g. May we now come to order, please.*
- *neutral, e.g. Shall we begin?*
- *informal, e.g. Right. What about making a start?*
- *familiar, e.g. O.K. Let's get going.*
- *intimate, e.g. Ready dear?* (Common European Framework of Reference, 2001, p.120)

Pragmatic competence

The term pragmatics has been already briefly explained in the first chapter. Canale (1983) describes pragmatic competence as encompassing both “*appropriateness of meaning*” and “*appropriateness of meaning*” (Canale, 1983, p.7). Similarly, Leech (1983) refers to pragmatic competence as the knowledge of pragmatic conventions and the ability to assess the situational context and intentions of speech (Leech, 1883 in Rose and Casper, 2001, p. 64). In The Common European Framework (2001) pragmatic competence refers to the learner's knowledge of the principles according to which messages are:

- a) *organised, structured and arranged - discourse competence*
- b) *used to perform communicative functions - functional competence*
- c) *sequenced according to interactional and transactional schemata - design competence*' (Common European Framework of Reference, 2001, p.120).

The above-mentioned discourse competence deals with the combination of grammatical forms and meanings to produce a unified spoken or written text. It deals with the ability to interpret a series of sentences or utterances to make the parts a coherent whole and to achieve a unity of text that is relevant to the situation (Law Insider, [online]). Bachman's (1991) view of discourse competence is summarized in a general definition of linguistic competence as "*the ability to use knowledge of language in conjunction with features of the context of language use to produce interpreted meaning*" (Bachman. 1991, p. 698). Teaching textual competence involves showing students the importance of ordering information in paragraphs to follow the structure of topic sentences, subordinate clauses and finally the conclusion. On the other hand, based on his observation, he argues that "*other conventions for organizing discourse may not be formally taught at all because they are not fully understood or because they are simply too complex to teach*" (Bachman. 1991, p. 88).

4.2.2 Pragmatic competence

This component deals with the use of spoken speech and written texts in communication for specific functional purposes. Conversational competence, according to The Common European Framework of Reference (2001), includes aspects of micro functions and macro functions in interactions. Micro functions refer to the use of single (usually short) utterances as a turn in interactions. These include categories such as:

1. imparting and seeking factual information:

- *identifying*
- *reporting*
- *correcting*
- *asking*
- *answering*

2. expressing and finding out attitudes:

- *factual (agreement/disagreement)*
- *knowledge (knowledge/ignorance, remembering, forgetting, probability, certainty)*
- *modality (obligations, necessity, ability, permission)*
- *volition (wants, desires, intentions, preference)*
- *emotions (pleasure/displeasure, likes/dislikes, satisfaction, interest, surprise, hope, disappointment, fear, worry, gratitude)*
- *moral (apologies, approval, regret, sympathy)*

3. suasion:

- *suggestions, requests, warnings, advice, encouragement, asking help, invitations, offers*

4. socialising:

- *attracting attention, addressing, greetings, introductions, toasting, leave-taking (Common European Framework of Reference, 2001, p.126).*

Macro functions refer to the categories for the functional use of spoken or written speech. A text that consists of a (sometimes extended) sequence of sentences, e.g.: description, narration, commentary, demonstration, instructions etc.

Pragmatic or functional competence also involves knowledge of and the ability to use the patterns of social interaction, which are the bases of communication such as patterns of verbal exchange and involves structured sequences of actions by alternating parties. The simplest examples of pairs are as follow:

question: answer

statement: agreement/disagreement

request/offer/apology: acceptance/non-acceptance

greeting/toast: response (Common European Framework of Reference, 2001, pp.125-127).

4.3 Speech Act theories

According to Richards (1990), applied linguistics in recent years has influenced the communicative use of language in classrooms by describing how language reflects its

communicative uses and how syllabus design and methodology can respond to the need for communicative uses of language (Richards in Rossner and Bolitho, 1990, p. 48).

J R. Searle (1969) argues that to understand a speaker's intention, it is necessary to understand the language. Searle continues that based on the fact that language is intentional behaviour, it should be considered as a form of action. "*A theory of language is a part of a theory of action*", (Searle, 1969, p.17), and thus speaking means performing an action. According to Searle's (1969) proposal, there are five main speech types: directives, representatives, expressives, commissives, and declarations.

McKay and Hornberger (1996) admit that teachers' understanding of speech acts theory can improve their ability to prepare their students to produce more contextually appropriate speech in the target language. They continue that saying "Sorry about that" can be taken as an apology but also perceived as rude, arrogant or even not taken as an apology at all. By stating so, they stress the importance of not isolating the teaching of second language words and phrases without its sociocultural context (McKay and Hornberger, 1996, p. 383). A Speech act is defined by them as "*a functional unit communication*" (McKay and Hornberger, 1996, p. 384). According to Austin's theory of speech act (1962), we distinguish three related speech acts. The first one is the locutionary act, which is the literal meaning of the utterance; however, it should be a meaningful linguistic expression. Having difficulties in forming sounds and words to create a meaningful sentence will result in failing to produce a locutionary act. If someone says "*Aka mokafa*" in English this will not count as a locutionary act, whereas "I have just made a cup of coffee" will (Yule, 1996, p. 48). Austin, (1962) demonstrates the locutionary act on the sentence "It is hot in here" with the locutionary meaning concerning the warmth in the room. The second speech act is called the illocutionary act, concerning the function of the utterance. Illustrating on the above-mentioned sentence "It is hot in here", the speaker's intention of action may be to ask to turn the heating down. The third dimension of a speech act is called the perlocutionary act, concerning the result or effect that the produced utterance might have. Yule adds that by producing an utterance we might make a statement, an explanation, an offer, or another communicative purpose, which is known as the illocutionary force of utterance (Yule, *ibid*). Thus, if the hearer's action results in turning the thermostat down, the perlocutionary force would be greater, than if the request was ignored (Austin in McKay and Hornberger, 1996, p. 384). Yule (1996) argues that the

illocutionary speech act is the most discussed speech act of all the three dimensions adding that the illocutionary force of the utterance is what it “counts as” (Yule, 1996, p.48).

4.4 How to make a polite request by using modal verbs to express various levels of politeness

When making requests, modal verbs are used to sound more polite. Since one part of my research project is devoted to the assessment of the ability to use modal verbs when expressing various levels of politeness among the students at lower secondary school, it is necessary to clarify the differences in using modal verbs when expressing various levels of politeness. Politeness - good manners are generally about maintaining good relationships among participants of the communication. This strategy can be achieved by application of the above mentioned positive or negative politeness, depending on whether we want to show the listener respect, change or soften, what we say, as not to sound too direct or forceful. To show respect and sound more politely, we use certain polite phrases, especially in formal situations such as *Ladies and gentleman, please welcome Mr..., Excuse me, may I ask you something?* Similarly, the use of certain modal verbs can, will, shall, may, especially their past forms (could, would, might and should) serve to express different levels of politeness (Cambridge Dictionary, [online]). Using the appropriate level of formality in spoken or written English depends on people’s relationships with each other. Different levels of formality are used among friends, people with different social ranks, or members of a family (Lindsay, Knight, 2006, p. 90). By choosing various forms of the above-mentioned modal verbs, we can sound direct/informal/neutral or more polite/formal when making a request. When we want to ask someone to do something, there are many ways how to put our request, depending on whether we want to be more polite/formal, or sound indirect/informal. To act in a polite/formal way, we use the modal verbs *could/would/might/may* to express the high level of politeness in requests such as *Could you open the window, please? Would you be able to come at five, please?* To sound even more polite, the word “please” is often used. We use modal verbs *can* and *will* to make requests in informal situations, usually, when approaching a friend, someone we know well and family members in requests such as *Mum, can I go out? Petr, will you come tomorrow?* (Cambridge Dictionary, [online]). The modal verbs *can/could* are used to express ability, possibility/impossibility and permission. It is necessary to note

that the use of modal verbs is far more complex; however, for my thesis, this clarification should be sufficient.

To conclude, good manners/politeness are taught in EFL classrooms via communication. There are many aspects of language that need to be considered when communicating. Teaching based on the Communicative approach enables the pupils not only to use the language correctly but also appropriately in real-life situations. Therefore, it is the teacher's task to use all his/her language knowledge to achieve maximum results in the teaching process to promote students' good manners.

5 SUMMARY OF THE THEORETICAL PART

In conclusion, the findings from the theoretical part of this thesis presented in the above chapters show that the role in shaping students' good manners of teachers in EFL classrooms involves many factors that teachers need to take into consideration. Teachers' personalities, beliefs and attitudes are important factors that influence teachers and their role in shaping learners' good manners. However, in the school environment, the responsibility does not lie only with teachers but also with the students, as they are an integral part of the teaching/learning process. To maximize the teaching/learning process concerning students' good manners, the teachers can choose from a variety of different roles, depending on the specific learning needs, their own preferences to feel comfortable in the role and last but not least, the students' own attitudes.

From a linguistic perspective, politeness uses strategies that can help to achieve effective and tactful communication among participants. In addition, by employing politeness strategies, the teacher can create a classroom atmosphere that reflects a mutually respectful relationship between the teacher and the students. In the school environment, the students get to learn politeness through the so-called "Communicative approach" based on real-life communication, which enables them to use and distinguish polite expressions and thus can help to shape their good manners. Moreover, the use of politeness strategies through both implicit and explicit teaching can help learners to acquire them not only linguistically but also to use them routinely in various everyday communicative situations.

II PRACTICAL PART

1 The research

In the theoretical part of the thesis, the teaching process and a complex overview of the teaching process with the most influential politeness theories with the aspect of shaping students' good manners have been presented.

The aim of the practical part is to answer my research questions formulated in the Introduction part. Due to the fact, there are several factors influencing teachers' approaches when considering teaching English and the formation of learners' good manners, my research part consists of three parts. It has been realized in the form of a questionnaire, analysis of the Project course books and a test for students.

The first part is devoted to the analysis of the online questionnaire for English teachers, which was distributed through emails to schools.

In the second part, Project course books are examined to find out how is politeness-good manners incorporated in their content.

The third part consists of an evaluation of the test regarding using modal verbs when expressing various levels of politeness among students at lower secondary school.

2 Questionnaire for English teachers

For the sake of finding an answer to the question of what does it take to be a good teacher, I created an online questionnaire for English teachers. Since the first and second parts of my thesis deal with the teaching process and different roles of the teachers in EFL classrooms, English teachers were approached to express their personal points of view. The research is based on the premise that teachers play an important part in the pupils' learning process and their personal views and experiences about teaching English are thus crucial. Since each person may have a different perspective depending on personal experiences, habits, skills, etc., each teacher has his/her own personal views and experiences that influence his/her approach in EFL classrooms.

The research has been carried out in a form of a short questionnaire, which was distributed via mails to primary schools, asking their English teachers to participate in my research. To collect as many responses as possible, over 200 primary schools in the Czech Republic were contacted to complete my questionnaire. In the end, I received 85 responses to work with. The questionnaire was designed to collect personal views and experience from English teachers. The questionnaire consisted of 12 questions related to their personal views on how to be a good English teacher with the aspect of shaping learners' good manners (see appendix 1 Dotazník).

The first question was to provide me with the answer regarding their reasons to become a teacher. It was a multiple-choice question, with the option to add own responses:

1. What was the reason for you to become a teacher?

- a) *I like working with children in general*
- a) *my precious memories of my formal teacher who influenced me to become a teacher too*
- b) *benefits that a teaching job presents (summer holiday, Christmas holidays etc.)*
- c) *family tradition*
- d) *other*
- e)

Graph 1a

1. What was the reason for you to become a teacher?

85 responses



Graph 1b

1. What was the reason for you to become a teacher?

85 responses



One of my concerns was about the reason that leads people to become teachers. In the questionnaire form, teachers were offered several options with an additional opportunity to express their own reasons. The findings in graphs 1a and 1b show that the majority of the respondents answered that the reason for becoming a teacher was their passion for working with children in general. In overall numbers, this means that 58.8% of respondents chose to become a teacher because they enjoy working with children. As a matter of fact, the final number reached 60% as one respondent (1.2%) answered the same as an added option. For the option of their precious memories of their formal teacher, who influenced them to become a teacher too, opted 13 teachers with the percentage rate of 15.3%. Surprisingly, only 5 teachers presenting 5.9% chose to become a teacher for the benefits that the teaching job presents. 7.1% of respondents chose the teaching job as their occupation because of family tradition. The remaining 11 teachers (13.2%) took the opportunity and added their own answers, resulting in the following responses:

- *I love English as a language and I am keen on giving my knowledge to children*
- *I like English*
- *I like English and working with children*
- *Smysluplná práce s lidmi, vidím pokrok, baví mě to*
- *Náhoda, žádala jsem práci asistenta a bylo mi nabídnuto učít AJ*
- *I did not want to become a teacher at first*
- *I like the job*

- *Combination of working with children, family tradition, some benefits and necessity of a stable job*
- *My students' advice*
- *Circumstances*
- *It was the love for the language and the enjoyment I got from of passing the knowledge onto others*

To sum up, the vast majority (60%) of the respondents' answers for choosing the teaching profession was motivated by their enthusiasm and passion for working with children. This indicates that love for working with children is a very important factor for the choice of becoming a teacher.

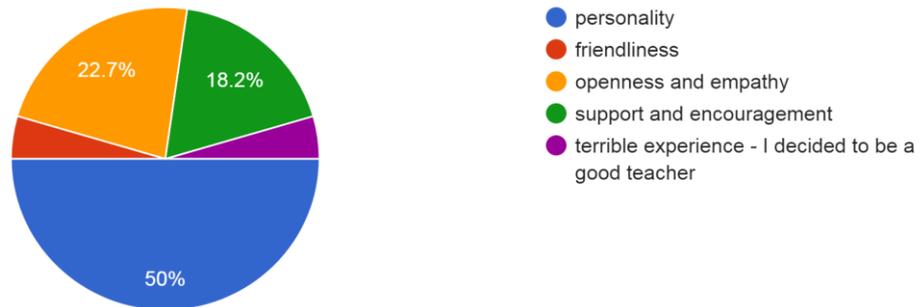
All respondents, who chose in the previous question the option of *the precious question my precious memories of my formal English teacher*, were asked to specify their reasons. Surprisingly, 22 respondents answered this question, even though only 15 of them opted for this answer in the previous question. Respondents were to choose out of the four options with an additional choice for their own answer:

2. If your answer to the previous question is "my precious memories of my former teacher", please choose one of the options below that most characterizes his/her influence on you to become a teacher too.

- a)personality*
- b)friendliness*
- c)openness and empathy*
- d)support and encouragement*
- e)other*

Graph 2

2, If your answer to the previous question is "my precious memories of my former teacher", please choose one of the options below that most character...is/her influence on you to become a teacher too.
22 responses



As graph 2 shows, the formal teacher's personality has influenced half of the respondents (50%), presenting 11 respondents out of the total of 22 respondents answering this question to the extent that they chose the teaching job as their future career. Formal teacher's openness and empathy were appreciated by 5 respondents (22.7%), and 4 respondents (18.2%) valued their formal teacher's support and encouragement. For the option of friendliness opted 1 respondent (4.5%). 1 respondent answered that not precious memories but terrible experiences with his/her formal teacher made him/her decide to become a teacher.

In conclusion, half of the respondents answered that the personality of their formal teacher was the most valued quality for them and consequently the reason why they have become teachers themselves.

The next question deals with the issue of how to consider a teaching job in general. In this question, teachers were asked about their views about teaching in terms of whether they consider it more like a mission or simply a job. This question consists of two options, with an additional choice of their own response.

3. How do you consider a teaching job?

a) it is more like a mission

b) it is an occupation

c) other

Graph 3a

3. How do you consider a teaching job?

85 responses



Graph 3b

3. How do you consider a teaching job?

85 responses



Results from graph 3a and 3b indicate that the vast majority of the respondents agreed that a teaching job is more like a mission. Even though the figure shows that 70.6% of the respondents chose this option, the final number is higher, as some of them in their additional options agreed with this answer by considering it as both. Out of the total number of 85 respondents, only 16.5% consider teaching job as an occupation; however, some of them in their optional answers partially agreed that it is an occupation rather than a mission. Other teachers stated in the additional option their own views. A very interesting point of view was expressed by one of the respondents, who stating that “*it is a mission that turns into an occupation if you don't know how to motivate yourself*”. I was surprised by the openness that some of the respondents manifested in their responses. One of the respondents openly and

freely admitted that “it is a way to earn money in a partially comfortable time which affects my free time management to the extent that I have enough time for myself, my family and gives me a sense of future in which it is easier to work as a teacher rather than something else”.

To sum up, being a teacher can be viewed from different angles; however, the majority of the respondents view a teaching job more like a mission with its attributes of passion and enthusiasm.

Question 4 focuses on the issue of how to perceive a teaching job. Many people underestimate a teaching job and do not consider it as a real profession. This question aimed to find out how teachers themselves perceive their job. This question consists of two options, with the possibility to further add their own answer.

4. How do you perceive language teaching in regards to "professionalism"?

- a) *it is a job as any other*
- b) *it is a "real profession" with its unique characteristics, specialized skills and training*
- c) *other*

Graph 4

4. How do you perceive language teaching in regards to "professionalism"?

85 responses



As graph 4 clearly shows, the vast majority of the respondents (88.2%) agree that teaching should be considered as a real profession, with its unique characteristics, specialized skills and

training. One respondent openly stated that even though she/he believes it is a real profession, it is still underappreciated. Only 8.2% of the respondents, presenting 7 teachers, believe that it is a job as any other. Another 2 respondents answered neutrally that *“it is a mission of teaching others to use language to be understood and to understand others in this world and that Teaching language is as important as teaching anything else”*.

In conclusion, just as I expected, the vast majority of the respondents believe that teaching is a real profession and should be treated that way.

Question 5 is related to teachers’ approaches regarding their preferences in the learning/teaching process. Although student’s independence as the learner-centred approach in the learning process is important, the teacher’s support, instructions, and guidance are equally important. Language teaching is a specific activity and should consider both approaches as acceptable based on the teaching needs. In the questionnaire, teachers were to express their approach in EFL classrooms. The teachers were to choose out of the options below:

5. As an English teacher, what teaching model do you prefer?

a)teacher-centered approach

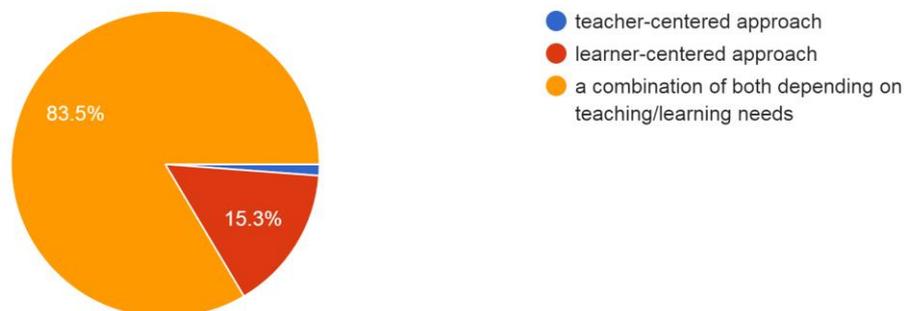
b)learner-centered approach

c)a combination of both depending on teaching/learning needs

Graph 5

5. As an English teacher, what teaching model do you prefer?

85 responses



The data from graph 5 clearly suggests that the vast majority of the respondents, in percentage 83.5%, selected the option of a combination of both approaches, depending on teaching/learning needs. Out of the 85 respondents, only 13 (15.3%) chose the learner-centred approach, and only 1 respondent opted for the teacher-centred approach. This indicates that effective teaching should be concentrated on a combination of both approaches during teaching/learning process approaches to maximize the effort.

In summary, the respondents mostly prefer a combination of both approaches in teaching to maximize their teaching/learning effort.

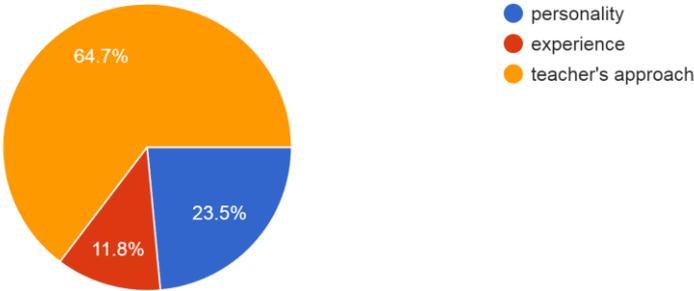
The following question 6 in the questionnaire focuses on the respondents' personal views on how to be a good and effective teacher. There is no such thing as a universal description of a good teacher; however, to determine the answer, I offered respondents a choice of three options.

6. From your point of view, which of the factors is the most important to be "a good and effective language teacher"?

- a) *personality*
- b) *experience*
- c) *teacher's approach*

Graph 6

6. From your point of view, which of the factors is the most important to be "a good and effective language teacher"?
85 responses



Graph 6 indicates that more than half of the respondents (64.7%) consider the teacher's approach as the most important factor for being a good and effective teacher. The personality

of the teacher was voted as the most important factor by 23.5% of the respondents. The remaining 11% chose the experience of the teacher. The results show that teacher's approach plays a very important role in judging a good and effective teacher.

In conclusion, the teacher's approach is considered by more than half of the respondents as the most important factor for becoming a good and effective teacher.

The aim of question 7 was to find out which factor has the most impact on shaping good manners in EFL classrooms. The respondents' options were as followed:

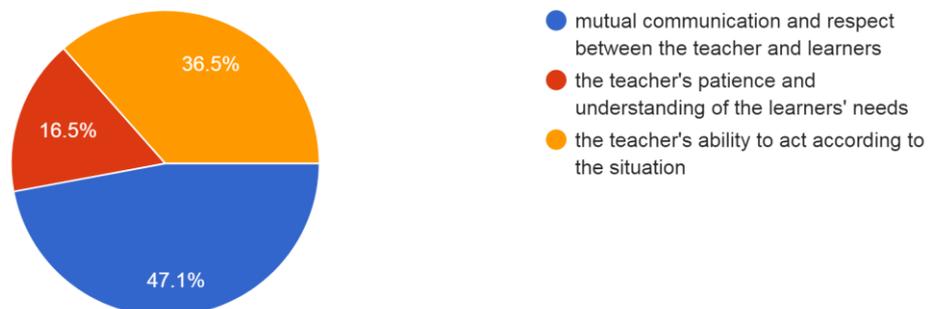
7. In your opinion, which of the following factors most influences shaping good manners/behaviour in EFL classrooms?

- a) *mutual communication and respect between the teacher and learners*
- b) *the teacher's patience and understanding of the learners' needs*
- c) *the teacher's ability to act according to the situation*

Graph 7

7. In your opinion, which of the following factors most influences shaping good manners/behavior in EFL classrooms?

85 responses



As graph 7 shows, about half of the respondents 47.1% consider mutual communication and respect between the teacher and learners as a significant factor when shaping good manners/behaviour between teacher and learners. 36.5% of the respondents answered that the teacher's ability to act according to the situation plays the most important factor in shaping students' good manners. 16.5% of respondents opted for the option of teacher's ability to act according to the situation.

From the results, it is clear that mutual respect appears to be the most important factor influencing the formation of good manners in EFL classrooms. Since the purpose of language is communication (Byrne, 1969, p. 42), based on the cooperation of the parties involved, in this case, teacher versus learners, it is no surprise that mutual respect is considered paramount.

In the previous question related to the important factors, half of the respondents agreed that mutual respect plays an important part in shaping students good manners. Question 8 is trying to find out to what extent can teacher's role influence shaping learners' good manners. Respondents had the following options to choose from:

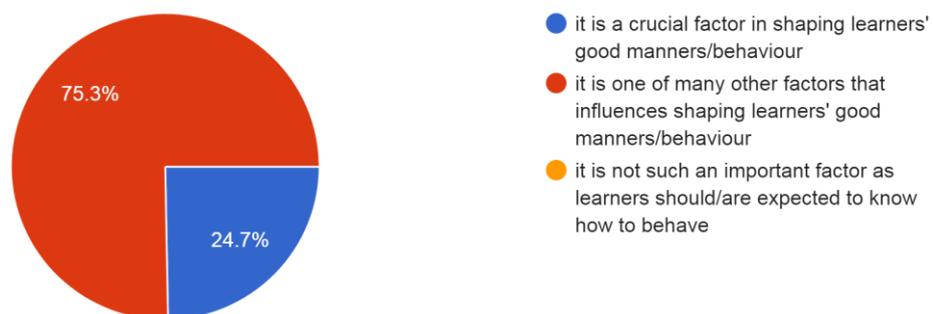
8. In your opinion, to what extent does the teacher's role influence shaping learners' appropriate good manners/behaviour?

- a) *it is a crucial factor in shaping learners' good manners/behaviour*
- b) *it is one of many other factors that influences shaping learners' good manners/behaviour*
- c) *it is not such an important factor as learners should/are expected to know how to behave*

Graph 8

8. In your opinion, to what extent does the teacher's role influence shaping learners' appropriate good manners/behaviour?

85 responses



Graph 8 shows that 75.3% of the teachers believe that their role in shaping learners' good manners/behaviour is one of many others factors influencing learners' behaviour. This corresponds with the fact that even though the teacher's role may have an impact on children's good behaviour, it is not a crucial factor. On the other hand, 24.7% of respondents

stated that their role plays a crucial part in forming learners’ good manners/behaviour. When considering the last option of not being an important factor at all, surprisingly, none of the teachers has considered this as an option. This clearly indicates their awareness of the importance of being a role model for their students when it comes to politeness-good manners.

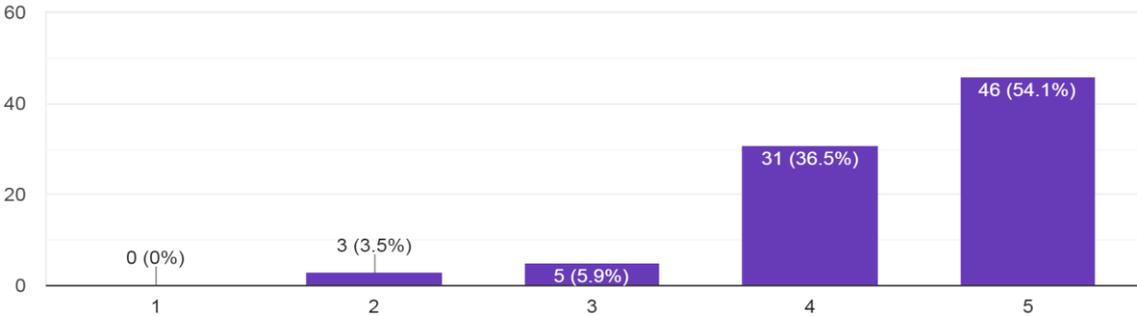
In conclusion, although the teacher’s role in shaping learners’ good manners is indisputable, there are still many other factors that can influence learners’ good manners.

The next question 9 focuses on teachers’ ability to motivate the students. It consists of 5 sections, each related to a different motivating factor. Motivation is an essential part of any human activity, teaching not excluded. The respondents were to choose on a scale of 1 to 5 (1 presenting the least impact) to what extent they influence their learners’ motivation.

9. Teachers' own motivation is an essential part of the learning process. To each motivating factor below, choose on the scale of 1 to 5 (1 presenting the least impact) to what extent, in your opinion, is your learners' motivation influenced by the following factors.

Graph 9.1

9. Teachers' own motivation is an essential part of the learning process. To each motivating factor below, choose on the scale of 1 to 5 (1 presenting t...ced by the folowing factors. your positive attitude
85 responses



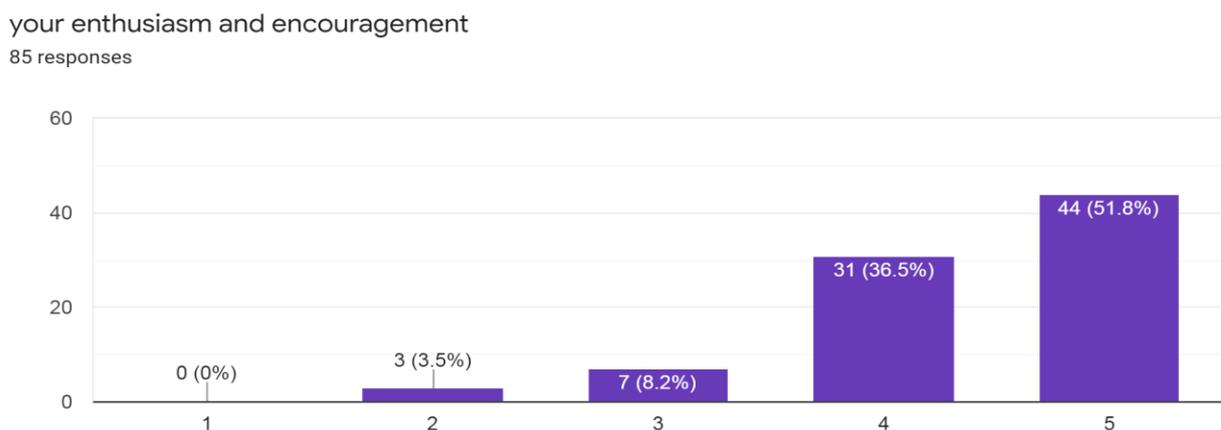
According to graph 9.1, 90% of the respondents agree that their own positive attitude has the greatest impact on students’ motivation by choosing 4 and 5 on the scale. Only 3 respondents feel that their own motivation has little impact on their learners’ motivation by choosing 2 on

the scale. The rest of the respondents (5.9%) believe that their own positive attitude influences their students partially, choosing 3 on the scale.

As the results show, teachers' positive attitude to boost learners' motivation plays a vital role in EFL classrooms.

Another factor that increases students' motivation is the enthusiasm and encouragement of the teacher. There is no doubt that the teacher's own enthusiasm and encouragement can positively influence pupils' motivation, and therefore, without the teacher's own interest, enthusiasm and satisfaction in teaching, the teacher's efforts to arouse pupils' interest and motivation would be rather futile and useless. On the other hand, teachers should bear in mind that each pupil has his/her own motivational factors, and thus pupil's motivation is highly subjected to his/her individuality.

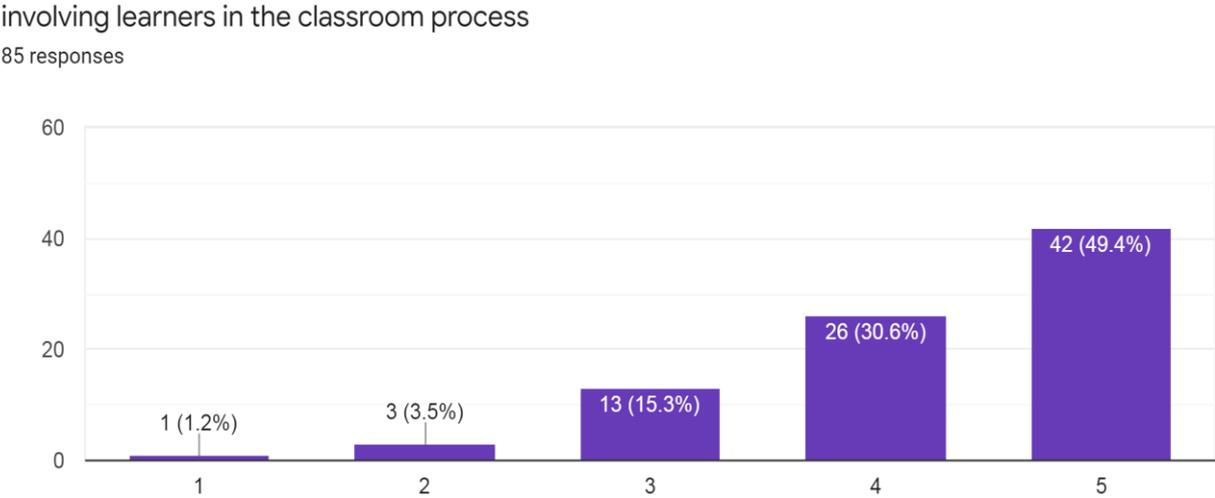
Graph 9.2



As graph 9.2 clearly shows, the vast majority of the respondents (88.3%) believe that their enthusiasm and encouragement are essential in increasing learners' motivation by opting for 4 and 5 on the scale. 8.2% of the respondents chose 3 on the scale, expressing that from their point of view, their enthusiasm and encouragement influence their students' motivation partially. The remaining 3.5% of respondents, who voted for option 2 on the scale, believe that their enthusiasm seems to have little impact on their learners' motivation.

Another motivating factor relates to student’s engagement in the classroom process. Involving students in the learning process can increase their motivation by making them feel valued for what they do.

Graph 9.3



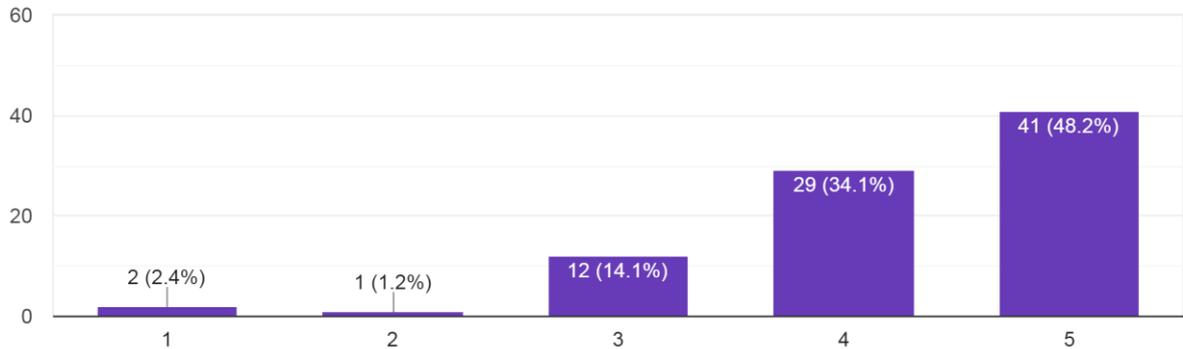
As graph 9.3 shows, the vast majority of the respondents (80%) believe that involving learners in the classroom process is highly beneficial for their motivation by choosing options 4 and 5 on the scale. Only 4.7% of the respondents believe that learners’ involvement in the classroom process does not increase their motivation, as they opted for 1 and 2 on the scale. The remaining 15.3% answered that involving learners in the classroom process influence their students partially by choosing 3 on the scale.

The following factor relates to assigning students with interesting and enjoyable tasks. There is no doubt that teachers can use many interesting activities during the lesson, to make it more enjoyable. There are a lot of activities that a teacher can use and do to make the lessons more interesting; however, he/she should bear in mind that it should be something that the students are likely to be interested in and will actively participate in.

Graph 9.4

giving learners interesting and enjoyable tasks to do

85 responses



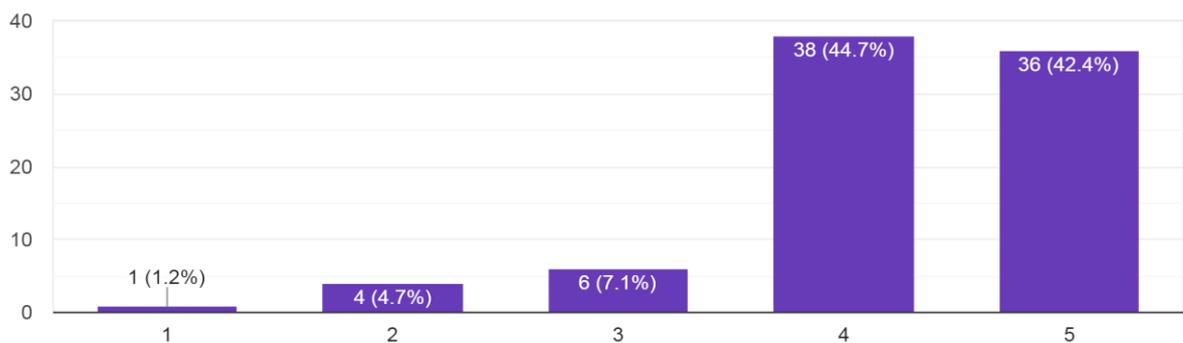
As graph 9.4 shows, 82% of the respondents think that giving learners interesting and enjoyable tasks to do, has a very positive effect on learners' motivation, choosing 4 and 5 on the scale. However, I have to admit that I expected a much higher number of the respondents to consider this factor important for increasing pupils' motivation. For option 3 on the scale presenting partial effect voted 14.1%, and the remaining 3.6% of respondents believe it has none or little effect on learners' motivation.

The following factor concerns giving positive feedback to learners.

Graph 9.5

giving positive feedback to learners

85 responses



As can be seen from graph 9.5, the vast majority of the respondents (87.1%) agree that providing positive feedback to students leads to increasing their motivation and is therefore very important, as they selected 4 and 5 on the scale. 7.1% of the correspondents who voted for option 3 on the scale believe that it has only a partial effect. The remaining 5.9% of the respondents who chose 1 and 2 on the scale believe that it has little or no effect on pupils' motivation.

The very last motivating factor relates to prising for learners' achievement and/or improvement.

Graph 9.6

praising for learners' achievements and/or improvements
85 responses

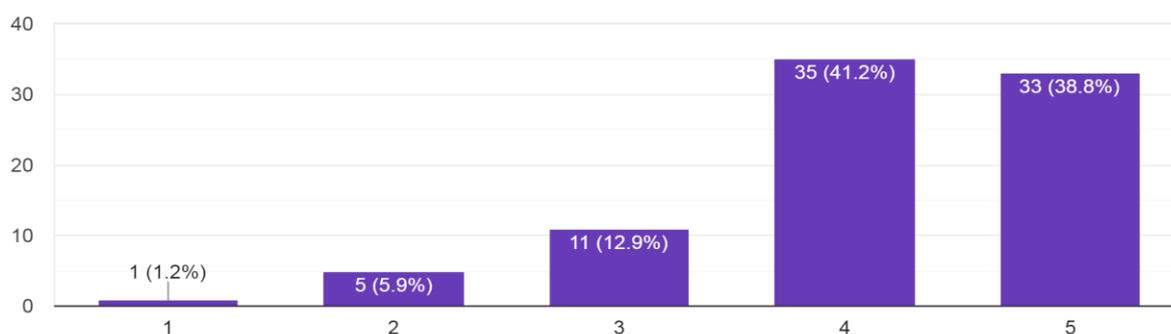


Chart 9.6 indicates that the majority of the respondents (80%) believe that recognition of students' achievements and/or improvement plays a vital role in increasing their motivation, as they chose values of 4 and 5 on the scale. 12.9% of the respondents selecting option 3 think it has only a partial effect. The remaining 7.1% expressed their opinion of having little or no effect by choosing values 1 and 2 on the scale.

In conclusion, given those five above mentioned motivating factors, all in some way aiming at boosting learners' motivation, the vast majority of the respondents believe that their own motivation presented in the above forms plays an important role in the teaching process, and thus positively influence pupils' own motivation to learn English.

Question 10 concerns teachers' adaptability to different roles to maximize their teaching effort. This question was a multiple-choice question with three possibilities:

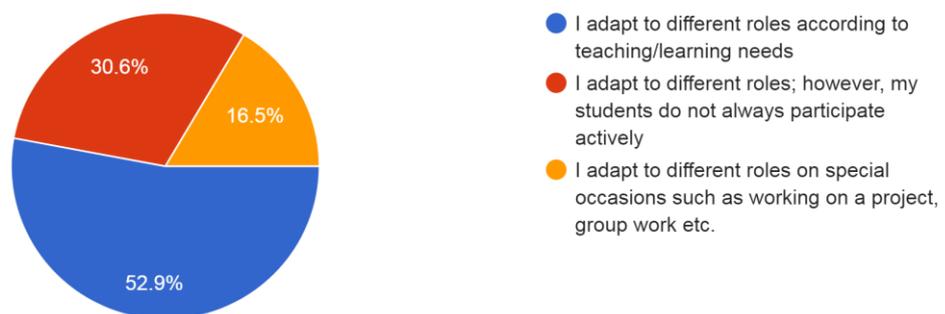
10. Language teaching is a very specific activity. Do you adapt different teacher's roles such as controller, prompter, resource, tutor, and participant etc. to maximize the teaching effort during your lessons?

- a) *I adapt to different roles according to teaching/learning needs the teacher's patience and understanding of the learners' needs*
- b) *I adapt to different roles; however, my students do not always participate actively*
- c) *I adapt to different roles on special occasions such as working on a project, group work etc.*

Graph 10

10. Language teaching is a very specific activity. Do you adapt different teacher's roles such as controller, prompter, resource, tutor, participant ...o maximize the teaching effort during your lessons?

85 responses



As graph 10 shows, more than half of the respondents (52.9%) answered positively, by admitting that during their lessons they adapt to different roles, depending on their teaching/learning needs. The option of adapting different roles; however, not seeing active participation from the students chose 30.6% of respondents. The remaining 16.5% of the respondents admitted that they tend to adapt to different roles only on special occasions, including projects, group work etc.

To sum up, there is no doubt adapting to different roles can maximize the teaching process. The teachers can choose many different roles to suit their teaching/learning needs. Based on the results, it can be said that all respondents use different roles during their lessons with more or less active participation from their students, with some of them only on special occasions.

In question 11, I wanted to find out whether the teachers include role-playing during their lessons as a means of shaping their good manners. This question was a multiple choice with four possible options and an option of their own:

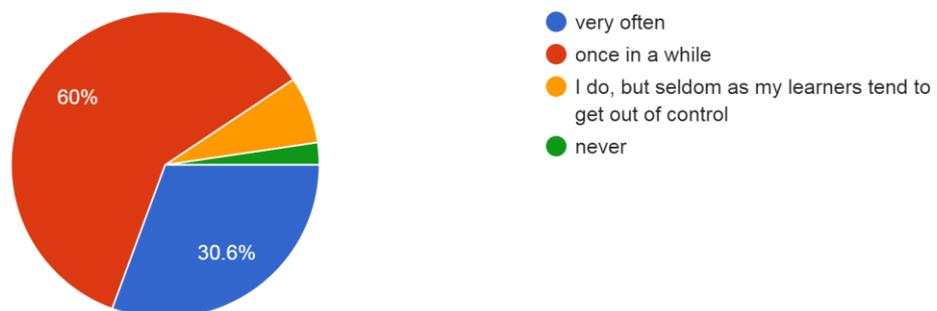
11. Role playing" is an effective activity in shaping appropriate good manners in EFL classrooms. Do you include this activity in your lessons?

- a) *very often*
- b) *once in a while*
- c) *I do, but seldom as my learners tend to get out of control*
- d) *Never*
- e) *Other*

Graph 11

11. "Role playing" is an effective activity in shaping appropriate good manners in EFL classrooms. Do you include this activity in your lessons?

85 responses



Graph 11 shows that although role-playing is one of the effective ways of shaping students' good manners, only 30.6% of the teachers include role-playing as an effective activity for shaping students' behaviour very often. 60% of the respondents chose the frequency option of once in a while. 7.1% of the respondents expressed that since their pupils tend to get out of control during role-play, they use role-playing rarely. The remaining 2.4% presenting 2 teachers of the respondents stated that they do not include role-playing in their lessons at all.

In conclusion, as I expected, the vast majority of the respondents consider role-playing as an effective activity in shaping appropriate good manners in EFL classrooms. The only difference is the frequency ranging from very often to once in a while or seldom.

The last question 12 was only for those who did not choose the choice of “never”; however, not all respondents seemed to answer this question as I received only 69 responses with only 2 respondents opting for the choice of “never” in the previous question. This question aimed to find out to what extent, according to them, can be role-playing effective in shaping appropriate good manners in the EFL classroom.

12. If your answer to the previous question is never, please skip the question. If your answer is affirmative, to what extent do you think "role playing" can affect shaping appropriate good manners in EFL classrooms?

- a) *it is a very effective activity in shaping learners' good manners*
- b) *it is effective but does not have such a significant effect in shaping learners' good manners*
- c) *it has little effect in shaping learners' good manners*

Graph 12

12. if your answer to the previous question is never, please skip the question. if your answer is affirmative, to what extent do you think "role pla...aping appropriate good manners in EFL classrooms?
69 responses



As graph 12 indicates, over half of the respondents (53.6%) stated that even though role-playing is an effective activity in shaping learners ‘good manners, the effect in shaping their good manners is not that significant. 37.7% of the respondents expressed that they believe that role-playing is a very effective activity when it comes to shaping learners’ good manners. Only 8.7% of the respondents answered that role-playing has little effect in shaping learners’ good manners.

To sum up, the effectiveness of role-playing was agreed upon by most of the respondents in the previous question; however, only less than half of them believe that it has a major impact on shaping learners' good manners. On the other hand, half of the respondents believe that even though it is an effective activity, it does not have such a significant impact in forming learners' appropriate manners.

2.1 Conclusion of the Questionnaire

There is no "one size to fit all" when referring to a good and effective teacher. There are many reasons why people choose to become a teacher; however, undoubtedly, the love and passion to work with children seems to be a very important factor, as this was stated as the reason by over half (60%) of the 85 respondents in the first question. The second question, referring to the previous question and was to be answered by those, who chose the option "of my precious memories of my formal teacher". 50% of the total of 22 respondents answering the second question valued mostly their formal teacher's personality to the extent that it has influenced them to become teachers themselves. In the following question, respondents were asked whether they consider teaching more like a mission or just a job. Interestingly, 70% of the respondents view teaching more like a mission. As for the next question four, in which respondents were to express their opinion of whether teaching is considered as a real profession or a job as any other, I was pleased that the vast majority of the respondents believe that teaching should be treated as a real profession. Question five was related to the preferred teaching model. Just as I expected, a combination of both teacher-centred and learner-centred was answered by 85.5% of the respondents, proving that both approaches are necessary, based on the teaching/learning needs during the teaching process. In the following question six, respondents were to express their opinion on what factor is the most important to be a good and effective teacher. Out of the giving options of personality, experience and teacher's approach, over half of the respondents (64.7%) agreed that the teacher's approach is what matters most. Given the importance of the teacher's role in shaping pupils' good manners, in question seven, the respondents were asked to express their opinion on which factor they considered most important in shaping pupils' good manners. The result indicates that almost half of the respondents (47.1%) consider mutual communication and respect between the teacher and students as the key factor in influencing learners' good behaviour.

36% of the respondents believe that the key factor lies in the teacher's ability to act according to the situation, and only 16.5% of respondents think that teacher's patience and understanding of the learners' needs is the most important factor. The following question eight was related to the previous two questions, only the respondents were to express, to what extent does the teacher's role influence learners' good manners/behaviour. In the previous two questions, respondents agreed that their teacher's role influence students' good manner/behaviour; however, only 24.7% believe their role in shaping good manners is crucial. The remaining 75.3% feel that pupils' behaviour is influenced by many other factors. Question nine deals with the motivating factors that teachers can use to encourage and motivate their students. It consisted of six sub-questions; each related to a different motivation factor such as teacher's positive attitude, teacher's enthusiasm and encouragement, involving learners in the classroom process, giving learners interesting and enjoyable tasks to do, positive feedback to students, and prising for learners' achievement and/or improvement. Teachers were to choose on a scale of 1 to 5 (1 presenting the least impact) to what extent, in their opinion, is their learners' motivation influenced by the following factors. The results for each motivating factor demonstrate that the vast majority of the respondents opted for 4 and 5 on the scale, indicating that the above-mentioned factors play an important role in learners' motivation. In the following question ten, teachers were asked whether they adapt to different roles such as controller, prompter, resource, tutor, and participant etc. to maximize their teaching. More than half of the respondents (52.9%) answered positively and admitted they adapt different roles according to their teaching needs. From of the remaining half of the respondents, 30, 6% admitted adapting different roles; however, their students do not always cooperate and participate actively, and the rest of the respondents (16.5%) adapt to different roles only on special occasions such as working on a project, group work etc. Since role-playing is a good activity for shaping students' appropriate good manners, in the next question eleven, the respondents were asked whether they include this activity in their lessons. Surprisingly, only 30.6 % of the respondents stated using this activity very often as a means of shaping learners' good manners. 60% of the respondents admitted including this activity; however, only once a while. Out of the 85 respondents, only 4%, representing 2 teachers, never use role-playing during lessons. The remaining 7.1% expressed their efforts to include role-playing in their lessons; however, very rarely because they find it difficult to keep the class under control. The last question twelve was designed to find out to what extent role-playing can affect shaping appropriate good manners in the class. Unfortunately, some of the

respondents skipped this question as I received only 69 responses; however, only 2 teachers answered “never” in the previous question. Out of the 69 respondents, over half of them (53.6%) agreed that role-playing is an effective activity; however, does not seem to have such a significant effect on forming learners’ good manners. 37.7% of the respondents, on the other hand, believe that role-playing is very effective, and only 8.7% stated that role-playing has little effect on shaping students’ good manners.

To sum up, the results of the questionnaire seem to prove that teaching English is a specific activity, and each teacher has his/her own view of teaching and the role of the teacher in the EFL classroom. There are many reasons for becoming a teacher; however, love and enthusiasm for working with children seem to be very important. Furthermore, regardless of what led the respondents to become teachers, as well as, whether they believe it is just a job, a calling or a real profession, the vast majority of the respondents believe that as teachers they play an important role in their students' lives and can more or less influence their appropriate good manners.

3 Evaluation of Project Books

Since my diploma thesis deals with the teacher's role in shaping learners' good manners, course books, as a source of teaching/learning materials, play an essential part in the teaching process. In the following sub-chapters, Project Books are examined to determine, how and to what extent politeness strategies and good manners are incorporated in their content.

The main reason for choosing Project Books is my personal opinion that they are most widely used in schools. There are several reasons to justify my opinion. Firstly, during my private English tutoring, Project Books were used in all schools of my students. Secondly, Project books were also used during my teaching practices. And thirdly, I approached my classmates to ask what course books they use, and most of them confirmed that they work with the aforementioned Project Books.

To begin with, each Project Book consists of an Introduction section and six units. Each unit is dedicated to a specific topic with specific grammar, vocabulary, communication and skills, as well as cultural knowledge with Content and Language Integrated Learning (CLIL). Each unit also has a revision part to practise what has been learnt and a project assignment for the students.

3.1 Project Book 1

This book is the first one to start with. The first unit Introduction deals with appropriate greeting manners, which corresponds with linguistic markers of social relations stated in The Common European Framework (2001). There are plenty of exercises for the students to learn the appropriate use and choice of greeting and introductions. Exercises are in the form of listening, speaking, reading and writing. Appendix 2 and 3 show images of pages with the exercises focusing on greeting and introductions. Learners learn how to appropriately greet at a certain time of day, how when arriving, and how when leaving by using correct forms of greeting and leaving such as *Hi, Hello, Good morning, Good afternoon, Good evening, Goodbye, Bye, See you later, See you* etc. Exercises are designed to promote learners awareness of applying appropriate good manners in a form of useful phrases such as *How are you, I'm fine* and using *thank you* as a way of an appropriate reaction as a part of the introduction. The use of the modal verb *can/can't* is a part of the grammar in this unit; however, it is in the meaning of the ability to make general statements, not a request.

Unit 2 deals with the theme of Friends and family, which is closely related to learning good manners. The unit includes exercises where students have to apply correct forms of introduction by filling gaps in dialogue. Learners learn appropriate reactions when greeting and introducing, as demonstrated in appendix 4 on exercise 5a p. 21. They learn how to approach a friend and use phrases such as *Pleased to meet you* as a part of the introduction. Furthermore, role-playing is practised, which promotes learners' awareness of using appropriate interpersonal skills.

In the following units 3, 4, 5, and 6, learners learn mainly new grammar while still practising appropriate good manners as a part of the communicative approach. Exercises are designed to practice new grammar points while engaging all four skills of listening, speaking reading and writing. During the teaching process, learners still practice greeting, introducing and appropriate using of saying *excuse me, I am sorry and thank you*.

3.2 Project Book 2

This book starts with the Introduction section practising the appropriate way of introducing. Appendix 4 shows exercises related to appropriate ways when introducing family members. This section includes exercises, in which learners engage again in role-playing to promote their awareness of using appropriate interpersonal skills.

The following units 2,3,4,5, and 6, concentrate mainly on grammar points assigned to each unit. Exercises are designed to practice grammar in use, practising all four skills of speaking, listening, reading and writing while learning/practising appropriate good manners. An example is unit 4, which concentrates on using articles and countable and uncountable nouns while practising request questions with the modal verb *can*. Learners are engaged in role-playing dialogues to learn the appropriate way when shopping, as shown in appendix 6. Learners are involved in asking/answering questions, expressing what they like/dislike, and making suggestions, which correspond with the Common European Framework of pragmatic competence.

3.3 Project Book 3

As in the previous Project Books, the Introductory Unit is designed to practise listening and reading skills while engaging in a given story. Pupils can practise their conversational skills in greeting, asking and answering questions in a real conversation in a series of follow-up exercises related to the story. The following unit 1, as outlined in Appendix 7, continues with exercises related to the story, in which the learners practise their conversational skills. The unit includes expressions related to good manners and polite requests, shown in appendix 8. Role-playing is a part of the activities to practice good manners. The following units are mainly concentrated on learning new grammar with related exercises. However, an example of expressing good manners is in unit 5, exercise 5. This exercise is partially related to the use of the modal verb *would* together with the grammar point of using just with the present perfect tense, presented in this unit, shown in appendix 9. It is necessary to note that the exercise is not primarily designed to express the various levels of politeness; however, pupils are expected to know how and when to use them. To sum up, all units include exercises, where all points of pragmatic competence mentioned in the European Framework are in some way used, whether in a form of neutral talk, formal or informal talk, asking questions or appropriate use of *please* and *thank you*.

3.4 Project Book 4

This book starts again with the Introduction section. The following units deal with grammar concerned with different tenses and related exercises. In unit 1, there is one particular exercise connected with the use of appropriate manners when shopping, shown in appendix 10. Pupils are to listen and complete dialogue by using given words. This is followed by another exercise, in which the students are involved in role-playing the same situation to practice the appropriate manners of conversation when shopping for clothes. This exercise includes greeting and appropriate use of words *please* and *thank you*, which are related to good manners. A similar exercise regarding useful expressions when ordering food and drinks in a restaurant is in unit 4, in appendix 11, exercise 1. Polite expressions are further explained in the exercises in appendix 12, where pupils are to complete the dialogue regarding asking people to do things. Once again, role-playing is used to practice those situations, teaching the pupils to act in different roles. There are no explicit grammar points related to politeness

strategies; however, students learn it in the context as a part of communicative language teaching.

In conclusion, politeness strategies-good manners are not explicitly taught in Project Books. There are no specifically designed exercises, which concentrate on promoting politeness strategies and good manners. Students learn appropriate ways of greeting, using please, thank you, asking requests and using modal verbs related to politeness and good manners as an integral part of the teaching/learning process. Since politeness strategies-good manners are not explicitly taught at primary schools, students acquire their knowledge of politeness throughout the teaching process based on the communicative approach. Students learn and practise appropriate manners in the context of grammar, conversation tasks and exercises in textbooks based on communicative language teaching.

4 Test for students

The last section of my practical research was carried out in the form of a test for lower secondary students. My research aimed to find out whether the difference in the ability to express the various levels of politeness among the students at lower secondary school is significant and noticeable.

To investigate the ability to express different levels of politeness among the students at lower secondary schools, I created a multiple-task test dealing with the issue of using modal verbs when expressing different levels of politeness. Several lower secondary schools were approached to administer the test to students from 6-9 grades. Due to the covid situation that resulted in online-distance learning, my ability to distribute the tests was limited, and only the subsequent opening of the schools towards the end of the 2021 school year allowed me to administer the tests in the schools. In the end, three schools participated in my research. Two schools are from the Olomouc region, and one is from the Moravian-Silesian region. All three schools are “small size” primary schools with just one class for each grade. Since the aim of my research is not to compare schools but students, all the tests for each grade were put together without distinguishing which school they came from. The final numbers included 33 pupils from 6th grade, 40 pupils from 7th grade, 22 pupils from 8th grade and 31 pupils from 9th grade. All English teachers are using Project Books in those schools. The test consists of 3 tasks. Assignments one and two were taken, with minor modifications, from my authentic material used for my seminar assignment for KAJ/KPRA (Pragmatika pro učitele AJ) with pictures taken from islcollective.com [online]).

4.1. Task one

In the first task, the assignment for all pupils of all grades was to circle in each sentence (8 sentences all together) one of the modal verbs, which matches the situation in terms of expressing the degree of politeness of the request shown in parentheses (informal - "friendly" in conversations with a friend, family, loved one; formal - "formal-polite" in conversations with a stranger, teacher, supervisor, etc.). See appendix 13 Test for students.

4.1.1. Summary of task one

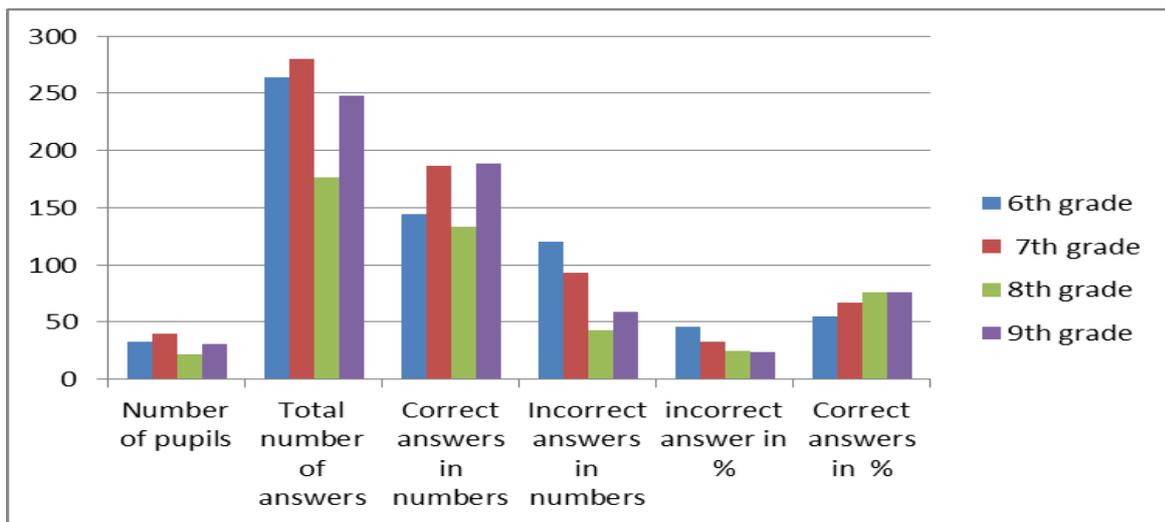
33 sixth-grade students had to choose the correct modal verb corresponding to the degree of formality in 264 sentences. Out of the 264 sentences, students answered incorrectly in 120 sentences and correctly in 144 sentences (see figure 1 Task one).

As for the correctness of the choice of the modal verb in expressing the degree of formality among the students of the sixth grade, their percentage success rate is 54.54%. The results (see graph 13 summary of figure 1 task one) show that more than half of the students were able to distinguish the difference between formal and informal requests using the modal verbs *can*, *could*, *will*, used in the task.

Figure 1 of task one

	Number of pupils	Total number of answers	Correct answers in numbers	Incorrect answers in numbers	incorrect answer in %	Correct answers in %
6th grade	33	264	144	120	45.45	54.55
7th grade	40	280	187	93	33.2	66.8
8th grade	22	176	133	43	24.4	75.6
9th grade	31	248	189	59	23.8	76.2

Graph 13 Summary of figure 1 for task one



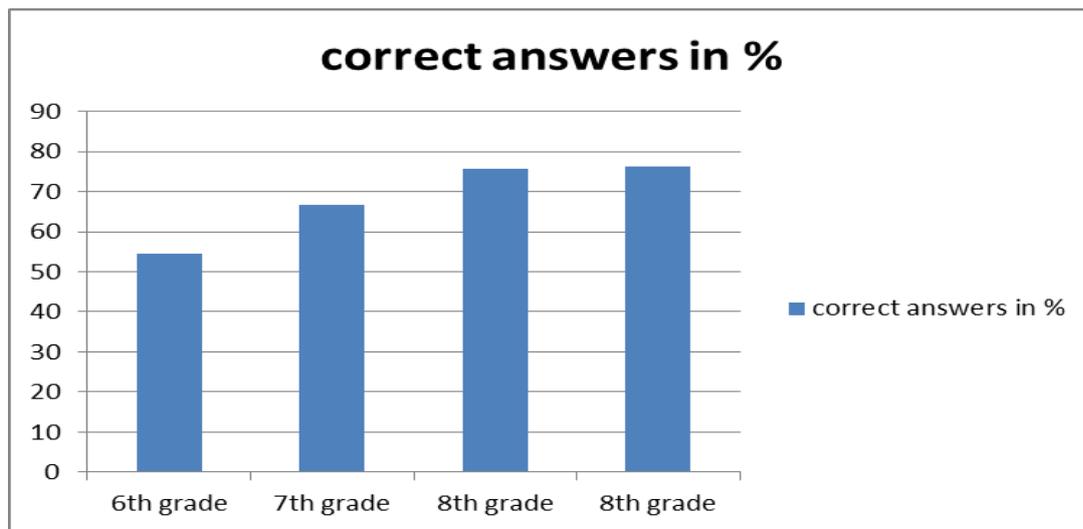
40 students from the seventh grade took part in the test; with a total of 280 answered questions in task one. Their score in terms of incorrect answers was 93 and 187 of correct answers. In terms of percentage correctness, the score of the seventh graders is 66.8 % (see figure 1 of task one).

As for the eighth-grade students, the number of participants was only 22. The total number of answered questions is 176, with the results of 43 incorrect and 133 correct answers. That means that their success rate in percentage reached 75.6%.

Almost identical success rate reached the students from the 9th grade, with the number of 31 students. Out of 248 sentences, they answered correctly in 189 sentences and incorrectly in 59 sentences. Based on those facts, students' success rate in percentage was 76.2% (see figure 1 of task one).

The results of the first task (see graph 14 Correct answers for task one) show that the success rates in percentage terms differed by 10% among pupils in grades 6 and 7. However, the success rate for pupils in 8th and 9th grade was almost identical. The results indicate that the ability to express the various levels of politeness was the lowest among students from the sixth grade. The success rate among the students from the 9th grade was 22% higher compared with the students of the sixth grade.

Graph 14 Correct answers for task one



To sum up, choosing the correct modal verb *can*, *could* and *will* when expressing various levels of politeness among the students at lower secondary school caused problems mainly among the sixth graders (see figure 1 of task one and graph 14 for correct answers for task one). Results show that the older the students are the better is their ability to use the correct modal verb *can*, *could* and *will* when expressing various levels of politeness.

4.1.2 Conclusion of task one

The test was designed to check learners' ability to distinguish between formal and informal requests using modal verbs *can*, *could* and *will*. In task one; learners were only to circle the correct verb. That seems to not cause a big problem for them. As I expected, in the first task, the lowest percentage rate was among the sixth-graders with their percentage success rate of 54.5%. Comparing with the percentage success rate with the ninth-graders who reached 76.2%, the difference is only 20%. On the other hand, there was no difference among the students from eighth and ninth grade as their success rate was almost identical to the percentage success rate of 75.6% for eighth-graders and 76.2% for nine graders. The seventh graders reached 66.8 %, which is only 10 % more than the sixth graders and 10% less when compared with the eighth graders.

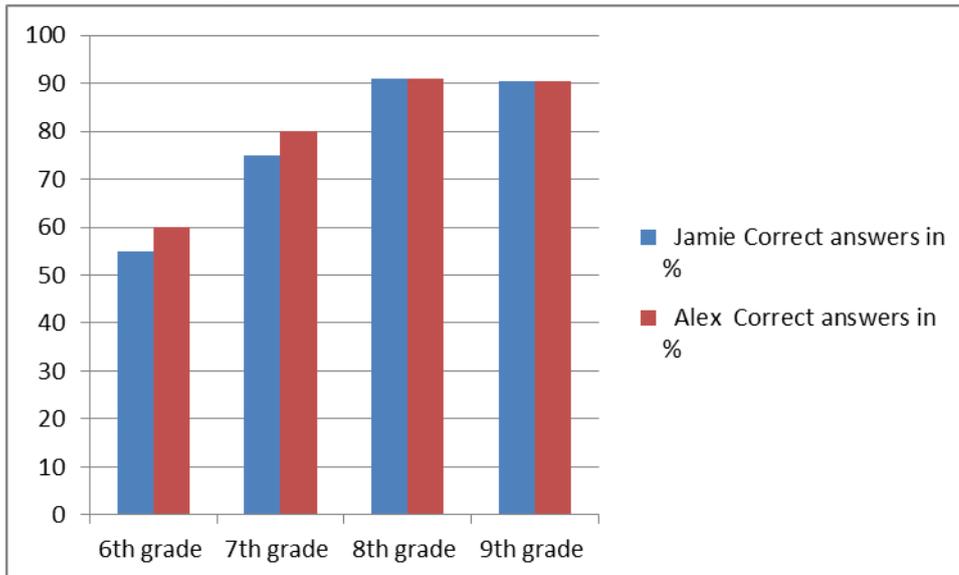
4.2 Task two

The second task consisted of two pictures A and B, and questions related to them. The students had to choose appropriate answers from three options for the given situations. Each picture contained two questions, out of which one is a part of a formal conversation and the other part of an informal conversation. Depending on to whom the request was addressed, students were asked to select the correct answers. Their assignment was to look at pictures A and B and circle the correct answer to the questions below the picture. See appendix 13 Test for students.

Figure 2 of task two for picture A

	Number of pupils	Jamie correct answer	Jamie Incorrect answer	Alex correct answer	Alex Incorrect answer	Jamie Correct answers in %	Alex Correct answers in %
6th grade	33	18	15	20	13	55	60
7th grade	40	30	10	32	8	75	80
8th grade	22	20	2	20	2	91	91
9th grade	31	28	3	28	3	90.3	90.3

Graf 15 for task two for picture A



As can be seen from the tables above, the percentage of students' success in selecting the appropriate response related to picture A was similar for each grade in both situations (Alex, Jamie).

The ability to select the correct/appropriate answer was the lowest for sixth graders with their success rate of 55% and 60%, compared with the higher grades, where the seventh graders achieved 75% and 80%, and eighth and ninth graders, who achieved 90% and 91% (see Figure 2 of task two for picture A and graph 15 for task two for picture A).

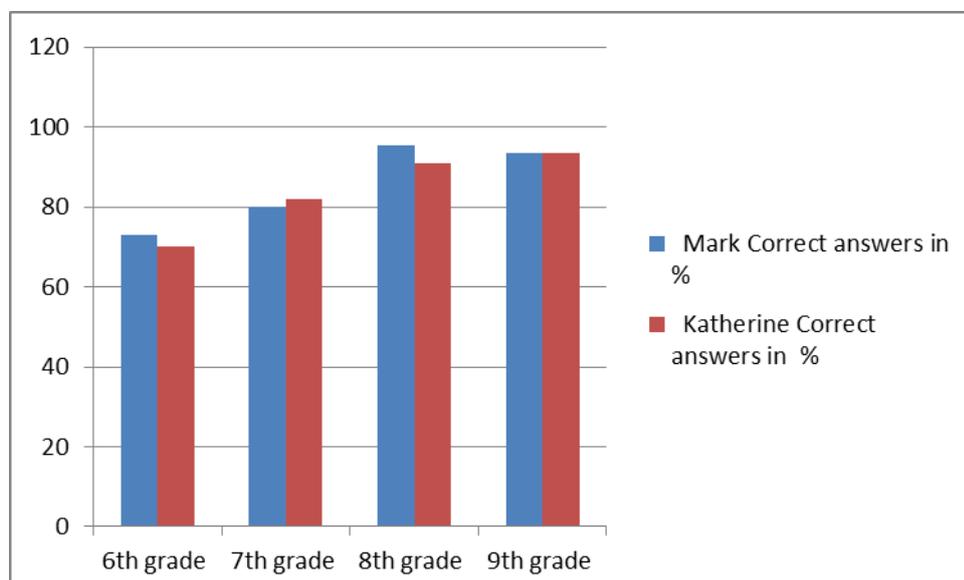
The results of the students from the seventh grade are better, with their success rate percentages of 75% and 80%. The data shows that their ability to choose an appropriate question when expressing the various levels of formality is higher when compared with the sixth-grader, with the difference of 20% (see Figure 2 of task two for picture A and graph 15 for task two for picture A).

The results for the 8th and 9th-grade students are almost identical with the figures of 91% and 90.3%, indicating that there are aware of the rules for using modal verbs *can/could* when expressing the various levels of politeness. The most significant difference in the success rate was among the sixth and the ninth graders, showing a difference of 35% in the success rate. That indicates a noticeable difference in the ability to use the correct modal verb *can/could* in social interactions among students from 6th grade and 9th grade.

Figure 3 of task for two picture B

	Number of pupils	Kathrine correct answer	Kathrine Incorrect answer	Mark correct answer	Mark Incorrect answer	Kathrine Correct answers in %	Mark Correct answers in %
6th grade	33	20	13	23	10	73	70
7th grade	40	32	8	33	7	80	82
8th grade	21	20	2	20	2	95.4	91
9th grade	31	29	2	29	2	93.5	93.5

Graf 16 for task two for Picture B



Interestingly, the results for picture B (Mark, Kathrine) for the sixth graders show quite an improvement in choosing the correct answer with a success rate of 73% and 70%. Other grades kept almost the same success rate level as for picture A. The seventh graders reached

80% and 82%, the eighth-graders 95.4% and 91%, and the ninth graders 93% (see figure 3 of task two for picture B and graph 16 for task two for picture B).

4.2.1 Summary of task two

This task seemed to not cause any major problems for any grades. As I expected, the lowest success percentage rate was among the sixth graders. To my surprise, even though the situation in pictures A and B was similar, their success rates for Picture A were 55% and 60%; however, for Picture B the figures were much higher reaching 73% and 70% for the sixth graders. The other grades maintained an almost identical success rate between 75% and 93.5%. There was a slight difference of 10 - 15% in the success rate between the seventh and eighth grades. On the other hand, there was hardly any difference in the success rate among the students from eighth and ninth grade, whose figures were almost identical.

4.2.2 Conclusion of task two

In conclusion, this task two was designed to choose the correct answer under given circumstances to express a formal or informal level of politeness. As with the previous task one, the ability to choose the correct modal verb was lowest among the six grade students. On the other hand, eighth and ninth graders have the same success rate with more than 90%, which shows that the correct use of modal verbs *can/could* when expressing different levels of politeness does not cause problems for them.

4.3 Task three

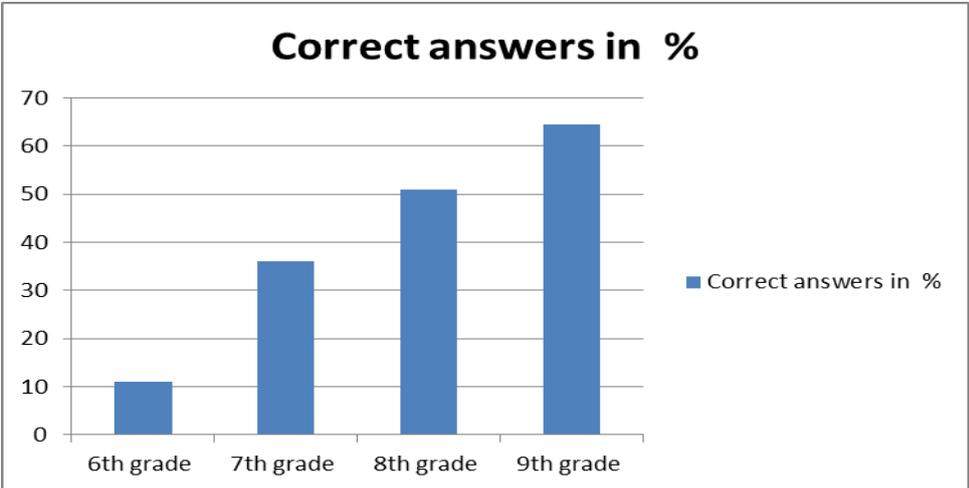
In the third and final task, students were asked to create a question using an appropriate modal verb *can, could*, which expresses a formal or informal degree of politeness (formal - polite, informal - friendly). The task was designed to test their ability to distinguish between formal and informal requests by using the correct modal verb and forming a complete sentence. This task was more difficult because students had to not only use the correct modal verb *can/could* for the given situation but also create a full and meaningful question (see appendix 13 Test for students). For this reason, I did not consider spelling errors or missing articles in the final assessment; however, the sentence had to make sense. Based on this, regardless of the use of

the correct modal verb in the question, if the sentence did not make sense, the answer was counted as incorrect. The correct answers can be found in appendix 14 Correct answers for task three.

Figure 4 of task three

	Number of pupils	Number of pupils with no response at all	Total number of answers	Missed/blank answers	Missed/blank answers in %	Incorrect answers	Correct answers in numbers	Correct answers in %
6th grade	33	17	132	90	68	27	15	11
7th grade	40	3	160	23	14	79	58	36
8th grade	22	6	88	28	31	21	45	51
9th grade	31	2	124	11	9	33	80	64.5

Graph 17 Correct answers in percentage for task three



As figures 4 of task three and graph 17 Correct answers in percentage for task three show, this task seemed to be a problem mainly for the sixth graders. Based on their results, showing that out of the total number of 132 answers, 90 of them were not filled in and stayed blank. This means that 68% of the answers were not answered at all. In the final count, only 15 answers

were correct. It should be noted, that out of the 33 students, 16 of them left this task completely unanswered, most of them with the comments of *nevím*, and a couple with the of comments *nechce se přemýšlet, je konec roku*, partially showing their unwillingness and reluctance. They seemed to be struggling not only with the choice of the correct modal verb but also with forming a meaningful question in general. The success rate in the percentage for the sixth graders is the lowest, with only 11% of the correct answers.

Better results, as can be seen from the tables above mentioned, are for the seventh graders. As the above tables show, only 14% of all answers were blank, showing that out of 160 answers only 23 stayed unanswered, with the number of 3 students leaving the task completely blank. Based on the final count, their success rate of 36% indicates a better ability of not only using the correct modal verb when expressing formal and informal requests but also their ability to form a meaningful sentence.

The results for the eighth graders show a noticeable improvement in the success rate percentage reaching 51%. However, it should be noted that 6 students out of the total number of participants from the eighth grade of 22 ignored this task completely, which in the final result may distort the success rate of correct answers in the percentage evaluation. The rest of the students at least tried to create a question, regardless of whether they thought it is correct or not.

The results of the ninth graders show that their ability to choose the correct modal verb and form a meaningful question appropriate to the given level of politeness is significantly higher compared to the lower grades. Moreover, out of a total of 31 students, only 2 of them completely ignored the task. In the final total number of unanswered questions, they achieved the lowest percentage of only 11%. The table shows that their ability to formulate appropriate requests in formal and informal questions using the modal verbs *can/could* reached 64.5% correct response rate.

4.3.1. Summary of task three

Task three was quite difficult, especially for the sixth graders, because their assignment was to write a complete sentence for the given situation. Unfortunately, this task was ignored by many pupils, and therefore the results are very biased. Since half of the sixth graders left this task completely unanswered, with some answering only a few sentences, their success rate

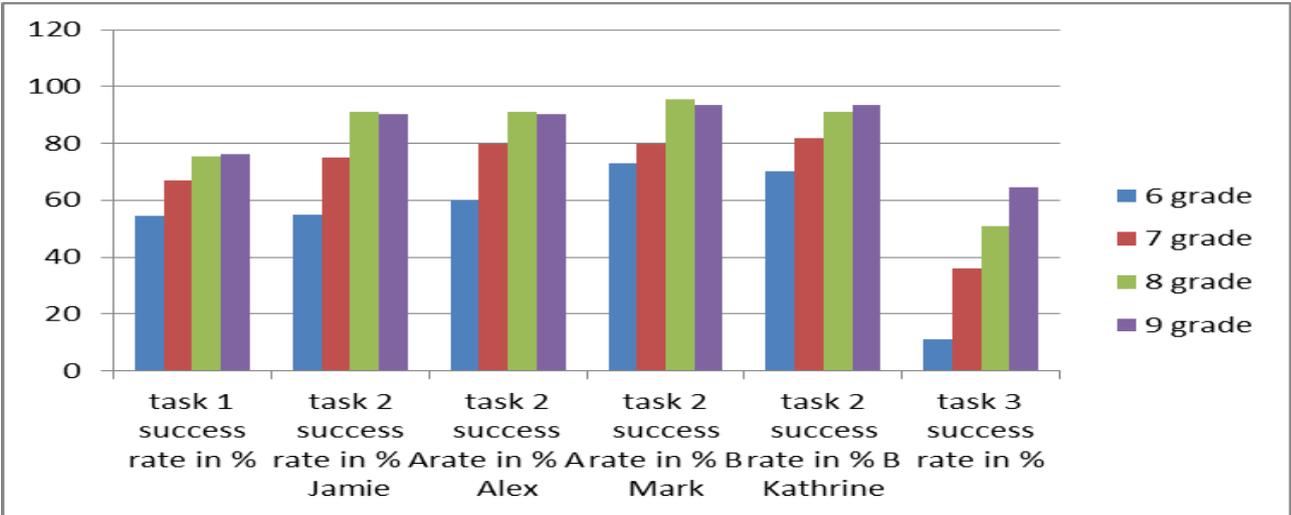
was only 11%. The seventh graders achieved a 36% success rate, with only 3 students ignoring this task completely. Students from the eighth grade reached a 51% success rate, with 6 students leaving this task completely unanswered. The best results were achieved by the ninth-graders, who reached a 64.5% success rate, with only 2 students ignoring this task. This task indicates that using the correct modal verb and creating a meaningful question was difficult for most of them. The difference in the success rate is significant and particularly noticeable when comparing the sixth graders (11%) and the ninth-grade students (64.5%). The difference between each grade is about 15% in figures.

4.3.2 Conclusion of task three

In conclusion, this task did not only test the students' ability to choose the correct modal verb to express formal or informal requests, as was the case in the previous two tasks. In this task, students were asked to form a meaningful question using the correct modal verb, which posed problems for many of them to the extent that some ignored the task altogether, which distorted the final result to some extent. The results themselves show significant differences in the success rate of correct answers. As I expected, the biggest difference is between the students from the sixth grade, whose percentage success rate is 11%, compared to the students from the ninth grade, who achieved 64.5%. The differences between individual grades range from 15% to 20%.

4.3.3 Summary of the test

Graph 18 Total summary of percentage success rate for all three tasks



As shown in graph 18 Total summary of percentage success rate for all three tasks, the most significant difference in percentage success is between the sixth and ninth grades in all three tasks. The difference between the sixth and seventh grades is between 10 and 25% of the success rates. A minor percentage differences are between seventh and ninth-graders, with a difference of 10-15%. The most balanced results achieved pupils of the eighth and ninth grades, who reached almost the same success rate in all three tasks.

CONCLUSION

Some may think that the role of the teacher is essential in pupils' education, but on the other hand, some may argue otherwise. This diploma thesis examined different roles of teachers in shaping learners' appropriate good manners with the aspects of politeness in EFL classrooms. The theoretical part consisted of four sections. The first and the second section described the teaching process and teachers' specific roles. The teaching process is examined from different perspectives with the emphasis on the specific teachers' roles and their influence on shaping pupils' good manners.

In the third section, a brief overview of linguistic politeness, and the theory of politeness, namely by Brown and Lewinski, are presented. In the last part, The Communicative language teaching (CLT), which has been the most widespread approach in English language methodology in recent years, is further discussed as the means of developing learners' communicative competence.

The practical part consists of three parts. The first part presented the findings of the questionnaire for English teachers regarding their personal views about English teaching. The second part is devoted to the examination of Project books to determine how and to what extent politeness is incorporated in their content. Finally, the last part presented the evaluation of a test regarding the ability to use modal verbs when expressing various levels of politeness among students at lower secondary schools. All the findings above-mentioned provided me with the answers to my research questions formulated in the Introduction chapter.

The results of the questionnaire were summarized and provided me with answers to my first two research questions.

1. From the teachers' point of view, what does it take to be "a good teacher"?
- In the questionnaire, teachers were to answer 12 questions about their personal views on English teaching and the role of the teacher. Questions were formulated to include important factors relating to being a good teacher in direct and also indirect questions. When considering being a "good teacher", 65% of the respondents believe that personality is the most important factor that characterizes a "good teacher". Furthermore, the survey revealed that the love for working with children is very important, with more than half of the

respondents stating that this was their reason for them to have become a teacher. It seems that teaching, with all its pros and cons, is seen more like a mission for most respondents, but at the same time, they view teaching as a real profession with its unique characteristics. Furthermore, teacher's own motivation was also included among the important factors, as overall findings revealed that the vast majority of the respondents believe that their motivation such as positive attitude, enthusiasm and encouragement, involving learners in the classroom process, giving learners interesting and enjoyable tasks to do, giving positive feedback to learners, praising for learners' achievements and/or improvements, plays a vital role in motivating students, and therefore makes them a good teacher.

2. To what extent, can good manners influence mutual communication between the teacher and students according to EFL teachers?
 - Half of the respondents agreed that mutual communication and respect between the teacher and students influence learners' good manners; however, 75% of the respondents believe that the teacher's role in shaping learners' good manners is one of many other factors that influence their good manners.
3. How are good manners and politeness incorporated in Project books at lower secondary schools?
 - From the linguistics point of view, politeness strategies are not explicitly taught in Projects books. On the other hand, good manners and politeness are taught and learnt as an integral part, in the form of an appropriate greeting, using please and thank you, making requests, apologies etc., and thus are incorporated in Project books. Good manners and politeness are part of many exercises; however, no being taught separately.
4. Is the difference in the ability to express the various level of politeness among the students at lower secondary school significant and noticeable?
 - The test revealed that the most significant and noticeable difference was between the sixth and nine graders in all three tasks. The success rate for task

one was 54.5% versus 76%; for task two, the success rate fluctuated from 55% to 73% versus 90.3% to 93.5%. The results for task three were most significant, with figures for success percentage rate for the sixth-graders only 11% versus 64.5% for the nine-graders. The difference in success percentage rate between six and seven grades fluctuates between 10 to 25 % and between 10 to 15% between seventh and eighth grade. Almost similar success rate reached in all three tasks the students from eight and nine grade.

The practical part of this thesis has some limitations. A broader sample of teachers' responses, and a higher number of the students' participation in the test, would be needed to address the issue in its entirety. Given the limited samples I worked with, the findings, particularly concerning the ability to use modal verbs to express various levels of politeness among the pupils at lower secondary schools are less convincing and conclusive.

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LIST OF APPENDICES

Appendix 1 Dotazník/Online questionnaire for teachers

Dotazník k diplomové práci pro učitele Anglického jazyka 1. a 2. stupně na ZŠ

https://docs.google.com/forms/d/e/1FAIpQLSd6PQej-2aHJx0kmyId_Ef26MBZx7HK1olch-gdoRwuOqiaEw/viewform

Filled questionnaire available at:

<https://docs.google.com/forms/d/1MtWg13P3qws-dXesC1IrPCsMfhhGrFGoz7Y7fktXaS8/edit>

DOTAZNÍK K DIPLOMOVÉ PRÁCI PRO UČITELE ANGLICKÉHO JAZYKA 1. A 2. STUPNĚ NA ZŠ

Vážení a milí učitelé angličtiny, jsem studentkou magisterského studia učitelství anglického jazyka pro 1. a 2. stupeň ZŠ na Pedagogické fakultě Univerzity Palackého v Olomouci. Ráda bych Vás tímto požádala o vyplnění dotazníku k praktické části mé diplomové práce týkající se role učitele angličtiny na 1. a 2. stupni základní školy. Tento dotazník je zcela anonymní a nezabere víc než 5 min. Za vyplnění dotazníku Vám budu velmi vděčná.

1. What was the reason for you to become a teacher?

- I like working with children in general
- my precious memories of my formal teacher who influenced me to become a teacher too
- benefits that a teaching job presents (summer holiday, Christmas holidays etc.)
- family tradition
- other

2. If your answer to the previous question is "my precious memories of my former teacher", please choose one of the options below that most characterizes his/her influence on you to become a teacher too.

- personality
- friendliness
- openness and empathy
- support and encouragement

- other
3. How do you consider a teaching job?
- it is more like "a mission"
 - it is an occupation
 - other
4. How do you perceive language teaching in regards to "professionalism"?
- it is a job as any other
 - it is a "real profession" with its unique characteristics, specialized skills and training
 - other
5. As an English teacher, what teaching model do you prefer?
- teacher-centered approach
 - learner-centered approach
 - a combination of both depending on teaching/learning needs
6. From your point of view, which of the factors is the most important to be "a good and affective language teacher"?
- personality
 - experience
 - teacher's approach
7. In your opinion, which of the following factors most influences shaping good manners/behaviour in EFL classrooms?
- mutual communication and respect between the teacher and learners
 - the teacher's patience and understanding of the learners' needs
 - the teacher's ability to act according to the situation
8. In your opinion, to what extent does the teacher's role influence shaping learners' appropriate good manners/behaviour?
- it is a crucial factor in shaping learners' good manners/behaviour
 - it is one of many other factors that influences shaping learners' good manners/behaviour

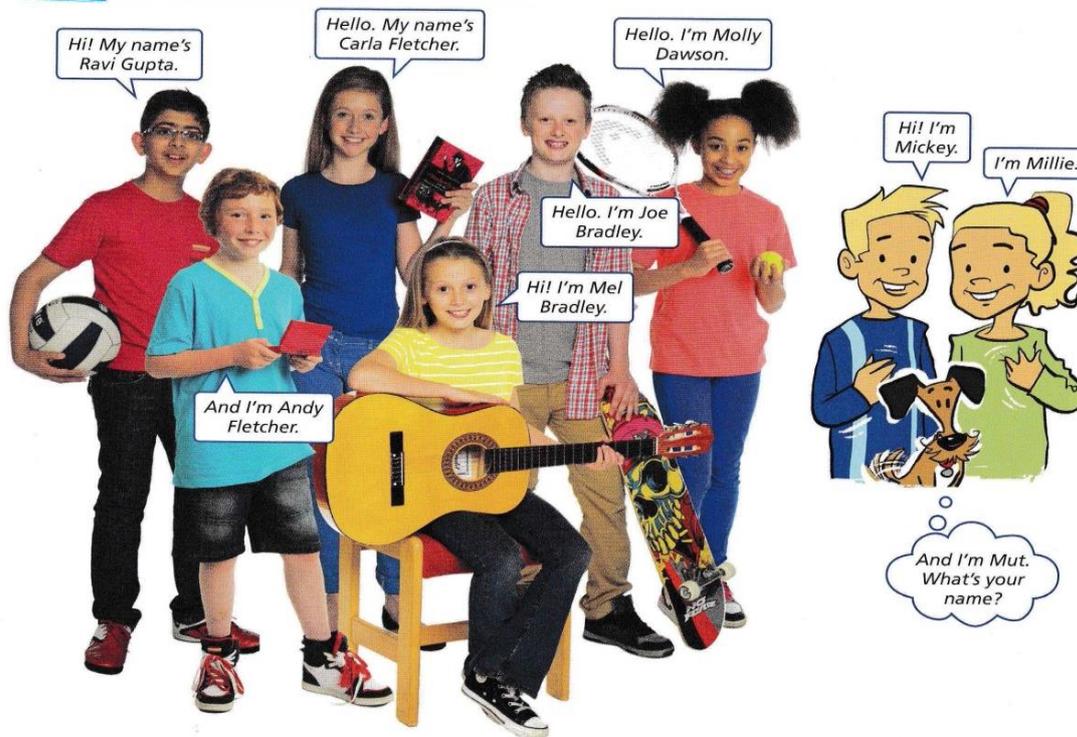
- it is not such an important factor as learners should/are expected to know how to behave
9. Teachers' own motivation is an essential part of the learning process. To each motivating factor below, choose on the scale of 1 to 5 (1 presenting the least impact) to what extent, in your opinion, is your learners' motivation influenced by the following factors.
- your positive attitude
 - your enthusiasm and encouragement
 - involving learners in the classroom process
 - giving learners interesting and enjoyable tasks to do
 - giving positive feedback to learners
 - praising for learners' achievements and/or improvements
10. Language teaching is a very specific activity. Do you adapt different teacher's roles such as controller, prompter, resource, tutor, participant etc. to maximize the teaching effort during your lessons?
- I adapt to different roles according to teaching/learning needs
 - I adapt to different roles; however, my students do not always participate actively
 - I adapt to different roles on special occasions such as working on a project, group work etc.
 - Other
11. "Role playing" is an effective activity in shaping appropriate good manners in EFL classrooms. Do you include this activity in your lessons?
- very often
 - once in a while
 - I do, but seldom as my learners tend to get out of control
 - never
 - other
12. If your answer to the previous question is never, please skip the question. If your answer is affirmative, to what extent do you think "role playing" can affect shaping appropriate good manners in EFL classrooms?

- it is a very effective activity in shaping learners' good manners
- it is effective but does not have such a significant effect in shaping learners' good manners
- it has little effect in shaping learners' good manners

Appendix 2 Project Book 1 Introduction Unit

1 Introduction

1A Hello



1

1 a 1.2 Read and listen.

b 1.2 Listen again and repeat.

2 Ask and answer.

Who's this? 1  2 

It's Ravi Gupta. 3  4  5  6 

4

3 1.3 Listen. Who do you hear? Write the names.

- 1 Carla and Joe.
- 2 Andy Fletcher, Mrs Williams and _____.
- 3 Carla, _____ and _____.
- 4 Molly and _____.
- 5 _____, _____ and _____.

4 Work in a group. Introduce yourself.

- Hello. I'm _____. What's your name?
- My name's _____.

1A

1A: Grammar • a / an • Imperatives • Plurals • There is / There are ...

5 a **1.4** Listen and repeat.

Hello.
Hi!
Good morning.
Good afternoon.
Good evening.



Goodbye.
Bye.
See you later.
See you.





Good night.

b **1.5** Listen and answer.

- Good morning.
- Good morning.

c Work with a partner. Make dialogues. Use different expressions.

- Good morning.
- Hello.

6 a **1.6** Read and listen. Complete the dialogues.




Molly ¹ _____, Andy.
 Andy Oh, ² _____, Molly. How are you?
 Molly I'm fine, thanks. And you?
 Andy Fine.
 Molly OK. ³ _____.
 Andy Yes. ⁴ _____.




Carla Good ⁵ _____, Mr Walker. How are you?
 Mr Walker ⁶ _____, Carla. I'm fine, thanks.
 And ⁷ _____?
 Carla I'm ⁸ _____, thank you, sir.
 Mr Walker That's ⁹ _____.
 Carla ¹⁰ _____ you later, sir.
 Mr Walker Yes. ¹¹ _____, Carla.

b Work with a partner. Read the dialogue.

c Go round the class. Make new dialogues. Use different expressions.

5

Listening, speaking and writing

5 a Complete the dialogue.

Mickey Hello, ¹_____ you our new neighbours?
 Stella Yes, we ²_____. My ³_____ Stella and this is ⁴_____ brother, David.
 Mickey Pleased to ⁵_____ you. ⁶_____
 Mickey and ⁷_____ is my ⁸_____, Millie.
 Stella ⁹_____ to meet you, too.

b Work with a partner. Make new dialogues.

6 a 1.49 Listen to three new students. What are their names? Choose from these names.

Maria Connor Simon Henry Dana Gemma

- A Hello. This is Connor. He's your new classmate. He isn't from Oxford.
- B Are you from Australia?
- C Yes, I am.
- D Are you from Sydney?
- C No, I'm not.
- E Are you from Melbourne?
- C Yes, I am.
- B How old are you? Are you thirteen?
- C No, I'm not.
- D Are you twelve?
- C Yes, I am.

b 1.49 Listen again. Find this information for each student.

name? boy / girl? from? age?

c Write about the students.

*The first student is Connor. He's a boy.
 He's from Melbourne in Australia. He's twelve.*

d Who are you? Work with three friends. Use the questions:

- Are you a man / a woman?
- Are you from ...?
- Are you a singer / a film star / a sportsperson?

Remember you can only ask Yes or No questions.

Introduction

Introductions

1 a 1.2 Read and listen. Who are they?

Susan Jake Polly Benji
Peter Conor Emma

Susan is Emma and Jake's mum.



b Work with a partner. Ask and answer about the people.

- Who's Susan?
- She's Emma and Jake's mum.

2 Describe the people.

Polly is the girl with ... hair.

3 a Complete what Mickey says.

b 1.3 Listen and check.



4

Grammar

Countable and uncountable nouns

4 a Read the examples.

Some nouns are countable. They have a singular and a plural form.



an apple



three apples



Some nouns are uncountable. They have only one form.



cheese



cheese

b Are the words countable (c) or uncountable (u)? Put them in the correct basket.

- | | | |
|------------|---------|-------|
| lemonade | coffee | rice |
| tomatoes | bananas | tuna |
| vegetables | apples | eggs |
| sandwiches | chicken | fish |
| oranges | fruit | tea |
| beef | meat | beans |



5 a Look at the things in exercise 1. Which do you like best? Choose one thing from each group. Which things don't you like?

b Ask and answer with a partner.

- Do you like coffee?
- Yes, I do. / No, I don't. I never drink it.
- Do you like grapes?

6 a Read the rule.

With plural nouns and uncountable nouns we don't need a or an. With a singular noun we must have a or an.



Articles: a / an

I like bananas.
There's cheese in this sandwich.
BUT: I've got a banana.

b Complete the sentences with a or an where necessary.

- 1 Can I have an orange, please?
- 2 Do you like _____ fish?
- 3 I usually have _____ egg for breakfast.
- 4 I don't eat _____ meat.
- 5 We always have _____ tomatoes with our dinner.
- 6 I had _____ apple and _____ banana today.
- 7 I love _____ fruit, but I don't like _____ vegetables.
- 8 Can I have _____ sandwich, please, with _____, cheese and _____ lettuce?

Listening and speaking

7 a 2.10 Look at the menu. Listen. What does Emma order?

Menu			
Spaghetti bolognese	£3.80	Desserts	
Cheeseburger	£2.75	Apple pie	£2.75
Chicken salad	£3.60	Chocolate cake	£2.60
Fish	£4.20	Fruit salad	£2.40
Chips	£1.80	Ice-cream	£1.40
Mixed vegetables	95p	Drinks	
Salad	80p	Orange juice	£1.85
Sandwiches		Lemonade	£1.30
Cheese and tomato	£2.55	Cola	£1.30
Tuna and salad	£2.80	Milkshake	£1.75
		Coffee	90p
		Tea	80p
		Hot chocolate	£1.55

b 2.10 Listen again and complete the dialogue.

Waiter Yes, please?
Emma Can I have a _____ and chips, _____?
Waiter Anything else?
Emma Yes, can I have an _____, please?
Waiter Do you want anything to _____?
Emma Yes, _____, please.
Waiter Is _____ everything?
Emma Yes, thank _____.
Waiter That's £ _____,80, please.
Emma Here you _____.
Waiter Thank you.

c Work with a partner. Practise the dialogue.

8 Make new dialogues. Use the menu.

1D Kids



Layla's new friends

1 a What happened in the last episode of 'Kids'? Tell the story.

b **1.13** Read and listen to the story. What does Layla change her mind about? Why?



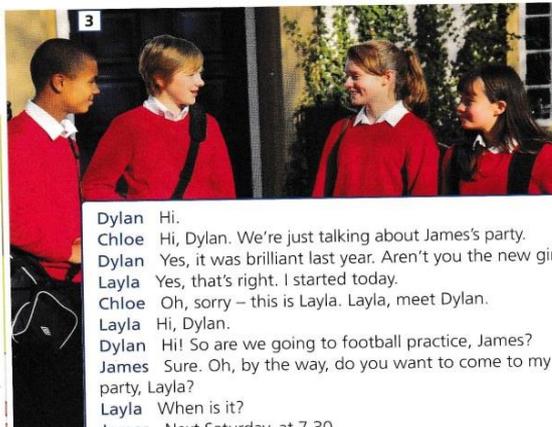
1
 Chloe Why did you leave Bristol, Layla?
 Layla My dad got a job here. I didn't want to move. I had a lot of good friends there, and I really liked my school.
 Chloe Was it hard to leave all your friends?
 Layla Yes, it was.
 Chloe Look, I'm going swimming at the sports centre this evening. Would you like to come, too?
 Layla Yes, please. I like swimming.

2 Complete the sentences with the correct names and the missing information.

- 1 _____ didn't want to _____ Bristol.
- 2 _____ invites Layla to the _____.
- 3 _____ are going swimming this _____.
- 4 _____ have got _____ now.
- 5 _____ had a _____ last year.
- 6 _____ introduces Dylan to _____.
- 7 _____ invites Layla to his _____.
- 8 _____ thinks her new friends are _____.



2
 Chloe This is my friend, James. James, this is Layla. She's in my class.
 James Hi, Layla. Nice to meet you.
 Layla Yes. Nice to meet you, too.
 Chloe We're going to the sports centre this evening. Do you fancy a game of table tennis there later?
 James Sorry, I can't. We've got football practice now, and Mrs Craig gave us loads of homework.
 Chloe Oh, OK. Is everything ready for your birthday party, James?
 James Yes, it is. I booked the DJ and the sports centre last week.



3
 Dylan Hi.
 Chloe Hi, Dylan. We're just talking about James's party.
 Dylan Yes, it was brilliant last year. Aren't you the new girl?
 Layla Yes, that's right. I started today.
 Chloe Oh, sorry – this is Layla. Layla, meet Dylan.
 Layla Hi, Dylan.
 Dylan Hi! So are we going to football practice, James?
 James Sure. Oh, by the way, do you want to come to my party, Layla?
 Layla When is it?
 James Next Saturday, at 7.30.
 Layla Yes. I'd love to. Thanks.



They're all very nice. I think I'm going to like it here after all.

Everyday English

Talking about likes and dislikes

Invitations

3 a Complete the expressions.

- 1 • Would you _____ to come, too?
 - Yes, please.
- 2 • Do you _____ a game of table tennis?
 - Sorry, I can't.
- 3 • Do you _____ to come to my party?
 - Yes, I'd love to. Thanks.

b What reasons does James give for refusing Chloe's invitation?

c Think of two reasons for refusing an invitation to do these things.

- go to a party
- play badminton
- go to the cinema
- go skateboarding

4 Work with a partner. Take turns to be A and B, and follow the instructions. Use the expressions from exercise 3a.

- Do you fancy a game of tennis in the park this afternoon?
 - Sorry, I can't. I've got a piano lesson.
- 1 Student A You're going to the park this afternoon. Invite Student B to play tennis.
Student B Refuse and give a reason.
 - 2 Student A You're going to have a birthday party. Invite Student B.
Student B Ask when it is. Accept.
 - 3 Student A You're going to the cinema. Invite Student B.
Student B Ask when. Accept.
 - 4 Student A You're going cycling on Saturday. Invite Student B to go with you.
Student B Refuse and give a reason.
 - 5 Student A You're going to play football after school. Invite Student B.
Student B Refuse and give a reason.

5 a Look at the pictures. Add more activities to the list.



b Work with a partner. Choose eight of the activities. Ask and answer.

- Do you like swimming?
- Yes, I do. / No, I don't.

c Change partners. Ask and answer about your first partners.

- What does Mike like doing?
- He likes ...
- What doesn't he like doing?

2 a Put the events of what happened to virtual Matt in the correct order.



- a They decided to move to Scotland.
- b He looked inside the wallet to see whose it was.
- c The head teacher excluded Matt.
- d The teacher thought Matt was stealing the wallet.
- e Matt's parents were very annoyed.
- f He found a wallet on the floor of the changing rooms.
- g Matt went to the gym.
- h The head teacher told Matt's parents.
- i A teacher came in and saw him.
- j The teacher sent Matt to the head teacher's office.

b Work in a group. Write and act the story of what happened to virtual Matt.

Everyday English

Useful expressions

3 a Match the halves of the expressions.

- | | |
|---------------------|--------------------|
| 1 Sorry | a arrived, too. |
| 2 I've just | b dear. |
| 3 You won't believe | c I'm late. |
| 4 I don't want | d all about it. |
| 5 Tell me | e to know. |
| 6 Oh | f what's happened. |

b Use the expressions in exercise 3a to respond to sentences 1–6.

- 1 The teacher's got our test results.
- 2 We had a great holiday.
- 3 The lesson started ten minutes ago.
- 4 What's the matter?
- 5 Sorry I'm late.
- 6 I hurt my arm when we were playing football.

just + present perfect

4 a We can use the present perfect to talk about a recent event. We often use *just* with it. Look at the sentences from the story. Put *just* in the correct place.

- 1 I've arrived, too.
- 2 He's phoned to say he'll be late.

b Say what's just happened. Use the cues.

- 1 We / have lunch
We've just had lunch.
- 2 I / send a text to my friend
- 3 Matt / phone
- 4 I / buy some juice
- 5 James / leave his house
- 6 Layla / arrive
- 7 I / finish my homework
- 8 She / go to the post office
- 9 I / hear the news about Matt
- 10 We / have a game of basketball

5 Make dialogues using *just + the present perfect*. Use the cues and your own ideas.

- 1 Would you like a drink?
No / have
• *Would you like a drink?*
• *No, thanks. I've just had a milkshake.*
- 2 Has Dylan arrived?
Yes / see
- 3 Shall we have a game of table tennis?
No / play
- 4 Are you sure the film starts at 5.30?
Yes / check
- 5 Do you want a sandwich?
No / have
- 6 Hello. Can I speak to Melinda, please?
Sorry / go out
- 7 Have you done today's Science homework?
Yes / finish
- 8 Are you going to watch the football match on TV?
Yes / switch on
- 9 Did you remember Peter's birthday?
Yes / send
- 10 Did you have a good holiday?
Yes / get back

Listening and speaking

4 a 1.15 Listen and complete the dialogue. Use these words.

size can take expensive trousers
try changing too baggy big fit



Tara Do you like these ¹ _____?
Mike Yes, but they're a bit ² _____, and they're too ³ _____. I like these.
Tara Why don't you ⁴ _____ them on?
Mike Yes, I think I will. Excuse me. ⁵ _____ I try these trousers on, please?
Assistant Yes, the ⁶ _____ rooms are over there, near the escalator.
Mike Thanks.

Later

Assistant How are they?
Mike They aren't ⁷ _____ enough. They're ⁸ _____ tight.
Tara Try another pair.
Mike OK. Have you got these in a bigger ⁹ _____, please?
Assistant Just a minute ... Er, yes. Here you are. Try these.
Mike OK. Thanks.
Later
Assistant Do they ¹⁰ _____ OK?
Mike Yes, these are fine. I'll ¹¹ _____ them.

b Work in a group of three. Role-play the dialogue.

5 a 1.16 Listen to another dialogue. Answer the questions.

- 1 What does the girl want to buy?
- 2 What's the problem with:
 - the first suggestion?
 - the second suggestion?
- 3 Does she buy anything?

b 1.16 Listen again and check.

6 a Add the opposites of the adjectives in section to section B.

too / enough			
A	It's They're	too	small. expensive loose. short. light.
B	It isn't They aren't	¹ big ² _____ ³ _____ ⁴ _____ ⁵ _____	enough.

b Work with a partner. Look at the pictures. Student A: Make a sentence with one of the adjectives. Student B: Make a sentence with the same meaning using the opposite adjective.

- A This hat's too small.
B It isn't big enough.



7 a Work with a partner. One person is a customer and the other is an assistant. Make dialogues for these situations.

- 1 You want to buy some jeans. You try them on, but they're too long.
- 2 You want to buy a jumper. You try it on, but it's too baggy.
- 3 You want to buy a jacket, but it's too expensive.
- 4 You want to buy some shorts, but they're all too light. You want something darker.

b Role-play one of your dialogues in front of the class.

4D Kids



The customer

1 a What happened in the last episode of 'Kids'? Look back and check your ideas.

b **2.25** Read and listen to the story. Answer the questions.

- 1 Who is the customer?
- 2 Where was he on Wednesday afternoon?
- 3 Why is Tara worried at the end?

2 Choose the correct words.

- 1 In the story it's *Wednesday / Friday*.
- 2 Mr Ross orders a *ham salad / a tuna sandwich*.
- 3 Tara nearly drops *the milk and sugar / the cup and saucer*.
- 4 Mr Ross saw Tara on Wednesday at *Wimbledon / the café*.
- 5 Mr Ross's company supplies *strawberries / cream*.
- 6 Tara says the strawberries and cream were *good / expensive*.
- 7 Mr Ross knows Tara's *neighbours / parents*.
- 8 Tara is angry with *Mr Ross / Andy*.



1
Manager Tara, there's a customer waiting at that table over there. Could you take his order, please?
Tara Yes, of course ... Are you ready to order? Oh, hello, Mr Ross.
Mr Ross Hello, Tara. I didn't expect to see you here. Shouldn't you be at school today?
Tara We're all doing work experience this week. This is my last day. We'll be back at school next week.
Mr Ross Have you enjoyed working here?
Tara Yes, I have. It's been really interesting. What can I get you?
Mr Ross Could I have a ham salad, please?
Tara Anything to drink?
Mr Ross I'll have a cup of tea, please.
Tara So, that's a ham salad and a cup of tea.
Mr Ross Yes. Thank you. Would you mind bringing me a glass of water, too, please?
Tara Certainly, Mr Ross.



2
Tara Here's your tea, Mr Ross.
Mr Ross Thank you. Oh, by the way, did you enjoy the tennis?
 ... Oh, be careful! You nearly dropped that cup and saucer.
Tara Sorry, did you say tennis?
Mr Ross Yes, at Wimbledon. I saw you going in to watch a match the other day. Wednesday, wasn't it?
Tara Oh, yes. That's right.
Mr Ross Was it a good match?
Tara Yes, it ... it was great – very exciting.
Mr Ross Unfortunately, I didn't see any matches myself. I was there on business. My company supplies strawberries for the tournament.
Tara Oh, I see.

Mr Ross Did you have any strawberries and cream? It's a tradition at Wimbledon, you know.
Tara No, I couldn't afford them. They were a bit expensive.
Mr Ross Yes, I suppose so. Anyway, nice to see you, Tara. Say hello to your parents for me.
Tara Yes, Mr Ross, I will. Bye!

Oh, no! I knew it was a mistake. This is all Andy's fault!



3 a What do you think happens next?

b 2.26 Listen to the end of the story and check your ideas.

c 2.26 Listen again and answer the questions.

- 1 Who is Tara talking to?
- 2 Why is she worried?
- 3 What homework does the teacher give?
- 4 What does Tara have to do this afternoon?
- 5 What time?

Everyday English

Useful expressions

4 a Match the halves of the expressions.

- | | |
|-------------------|------------------------|
| 1 I didn't expect | a on business. |
| 2 Here's | b was a mistake. |
| 3 Oh, be | c afford them. |
| 4 I was there | d your tea. |
| 5 I couldn't | e Andy's fault! |
| 6 Yes, I | f to see you here. |
| 7 Say hello to | g careful! |
| 8 I knew it | h your parents for me. |
| 9 This is all | i suppose so. |

b How do you say the expressions in your language?

Ordering a meal

5 a Put the dialogue in the correct order.

- a Yes, I am.
- b I'll have a cup of coffee, please.
- c Could I have a tuna salad, please?
- d So, that's a tuna salad and a cup of coffee.
- e Are you ready to order?
- f Yes. Thank you.
- g Anything to drink?
- h What can I get you?

b 2.27 Listen and check.

c Work with a partner. Choose some different kinds of food and drinks. Make new dialogues in the restaurant.



Asking people to do things

6 Complete the dialogues from the story.

- 1 *Manager* _____ you _____ *his order*, please?
Tara Yes, _____ *course*.
- 2 *Mr Ross* _____ you mind _____ me a glass of water, too, please?
Tara _____, *Mr Ross*.

7 Make dialogues for the situations below. Use these cues and expressions from exercise 6.

- | | |
|-------------------|--------------------------|
| lend me your pen | take our photo |
| get me a plaster | give me a lift into town |
| post this letter | hold the door open |
| turn the radio up | hang on a minute |



- 1 You want to go into town, but you've missed the bus.
 - *Could you give me a lift into town, please?*
 - *Certainly.*
 or
 - *Would you mind giving me a lift into town, please?*
 - *Yes, of course.*
- 2 You're carrying some boxes.
- 3 You and a friend are visiting the Tower of London.
- 4 You can't hear the music.
- 5 You haven't got time to go to the post office.
- 6 You're on the phone, but someone has knocked on the door.
- 7 You haven't got anything to write with.
- 8 You've cut your finger and it's bleeding.

Test for students

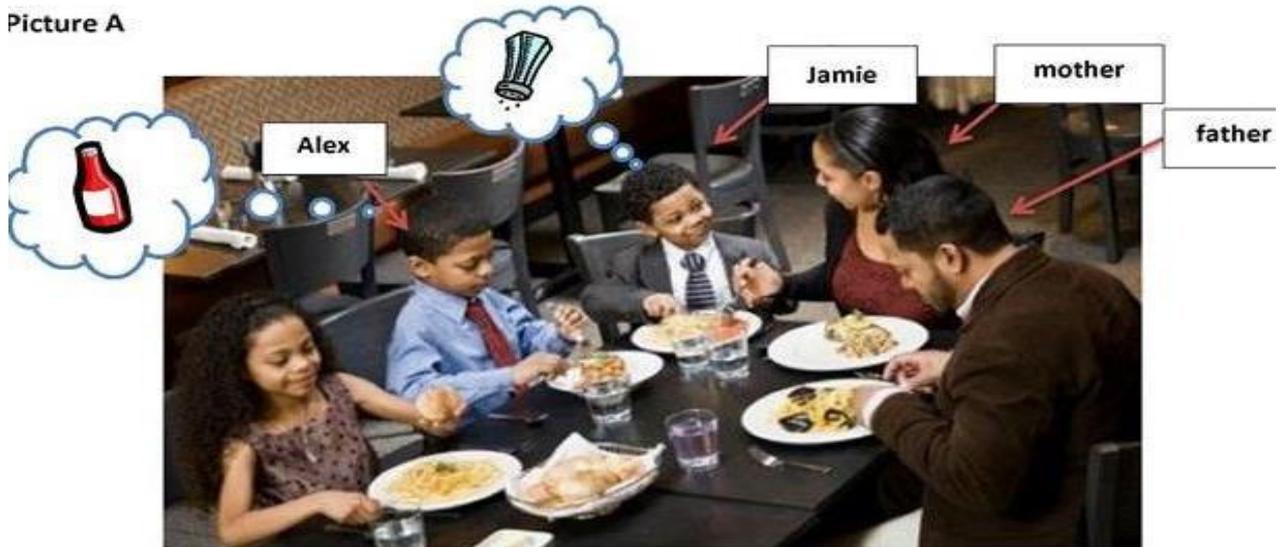
Test for students about expressing various levels of politeness GRADE: School:

1. Zakroužkujte **jedno** modální sloveso, aby odpovídalo dané situaci z pohledu vyjádření míry zdvořilosti žádosti/prosby uvedených v závorkách (**neformální** - „přátelská“ v konverzacích s kamarádem, v rodině, s blízkou osobou; **formální** - „úřední-zdvořilá“ v konverzaci s cizím člověkem, s učitelem, nadřízeným atd.).

- a) Will/Could.....you do me a small favour, please? (formální)
- b) Can/Could..... you help me with cooking? (neformální)
- c) Can/Could.....I go with you? (formální)
- d) Can/Could I ask you something? (neformální)
- e) Can/Could.....I come tomorrow again? formální)
- f) Can/Could..... I take this? (neformální)
- g) Can/Could.....you do this for me? (formální)
- h) Will/Couldyou close the window, I am freezing.

2. Podívejte se na obrázek A a B a zakroužkujte správnou odpověď k otázkám pod obrázkem.

Picture A



- Jamie wants his mother to pass him the salt. What does he say to her?
 - a) I want the salt.
 - b) Give me the salt.
 - c) Can you pass me the salt, please?

- Alex wants his father to order some ketchup. What does he say to the waiter?
 - a) Could I have some ketchup, please?
 - b) I want ketchup now.
 - c) Get me the ketchup over there!

Picture B



- Kathrine wants a dessert on the menu. What does she say to the waiter?
 - a) Could I get this dessert, please?
 - b) Get me this dessert!
 - c) Dessert now, please.
- Mark wants the waiter to give him the bill to pay. What does he say?
 - a) Hey, waiter, bill!
 - b) Excuse me. Could I please get the bill?
 - c) I want the bill now!

3. Vytvořte otázku na danou situaci za použití vhodného modálního slovesa (can, could) k vyjádření míry zdvořilosti (formální-zdvořilá, neformální- přátelská).

a) You are hungry. Ask your friend for something to eat.

.....

b) You don't know how late it is. Ask a stranger what time it is.

.....

c) You see that your mum has a lot of work to do. Offer her some help.

.....

d) You are at a job interview. You are thirsty. Ask the secretary for a glass of water.

.....

Appendix 14 Correct answers for task three

Here is a chart of answers that were taking as correct.

a) You are hungry. Ask your friend for something to eat.

-Can you give me something to eat?

-Can I get something to eat?

-Can I have some food, please?

-Can you bring me some food?

b) You don't know how late it is. Ask a stranger what time it is.

-Could you tell me what time it is, please?

-Excuse me, Could you tell me what time it is?

-Excuse me, could I ask what time it is, please?

-Could I ask what time it is now?

-Could you tell me the time?

-Excuse me, could I ask what time it is?

c) You see that your mum has a lot of work to do. Offer her some help.

-Can I help you with anything?

-Can I help you, mum?

-Mum, Can I help you?

-Can I help you?

Can I help you with something?

-Can I help?

d) You are at a job interview. You are thirsty. Ask the secretary for a glass of water.

-Could I get some water, please?

-Could you give me a glass of water?

-Could I get a glass of water, please?

-Could I have a glass of water, please?

- Could I have a glass of water?

-Could you give me some water?

RESUMÉ

Tato práce pojednává o roli učitele a jeho vlivu na zdvořilost, vhodné vyjadřování a chování žáků při výuce anglického jazyka na druhém stupni základní školy. Teoretická část, která se skládá ze čtyř oddílů, se zabývá obecně rolí učitele a to jak z pohledu jeho přesvědčení, proč být učitelem, tak jeho přístupem k žákům, kdy učitel může zastávat různé role s ohledem na potřeby jak žáků, tak i učebních požadavků. Dále, společně s nevlivnějšími teoriemi jazykové zdvořilosti, tato práce pojednává o komunikační výuce jazyka, která je v dnešní době nejrozšířenějším metodickým přístupem při výuce anglického jazyka. Teoretická část, na jejímž základě jsou zodpovězeny výzkumné otázky položené v úvodu mé práce, se skládá ze tří částí - interpretace výzkumu, který byl proveden v podobě dotazníku pro učitele anglického jazyka, analýzou učebnic Project a testu pro studenty.

Annotation

Jméno a příjmení:	Andrea Navrátilová
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2022

Název práce:	Úloha učitele při utváření vhodných způsobů chování se zaměřením na zdvořilost v hodinách anglického jazyka
Název v angličtině:	Teacher's roles in shaping appropriate good manners with aspects of politeness in EFL classrooms
Anotace práce:	Tato diplomová práce pojednává o roli učitele a jeho vlivu na zdvořilost, vhodné vyjadřování a chování žáků při výuce anglického jazyka na druhém stupni základní školy. Cílem teoretické části je objasnit roli učitele při utváření vhodných způsobů chování se zřetelem na zdvořilost v hodinách anglického jazyka. Teoretická část dále pojednává o nejlivnějších teoriích jazykové zdvořilosti, společně s komunikační výukou jazyka, která je v dnešní době nejrozšířenějším metodickým přístupem při výuce anglického jazyka. Praktická část shrnuje výsledky výzkumu zodpovězením výzkumných otázek položených v úvodu mé práce.
Klíčová slova:	Anglický jazyk, zdvořilost, učení, výuka v hodinách anglického jazyka, vhodné a slušné chování, role učitele, komunikativní výuka
Anotace v angličtině:	This thesis discusses the role of the teacher and his/her influence on politeness, appropriate manners and behaviour of pupils in EFL classrooms at primary schools. The theoretical part aims to clarify the role of the teacher in shaping appropriate behaviours with the aspect of politeness. The following part discusses the most influential politeness theories, together with communicative language teaching, which is nowadays the most widespread methodological approach in English language teaching. The practical part summarizes the results of my research by answering my research questions stated in the introduction of my thesis.
Klíčová slova v angličtině:	Appropriate good manners, English language, politeness, learning, teaching in EFL classrooms, teacher's role, communicative approach

Přílohy vázané v práci:	Appendix 1 Dotazník/Online questionnaire for teachers Appendix 2 Project Book 1 Introduction unit Appendix 3 Project Book 1 Unit 1 Appendix 4 Project Book 1 Unit 2 Appendix 5 Project Book 2 Introduction unit Appendix 6 Project Book 2 Unit 4 Appendix 7 Project Book 3 Introduction unit Appendix 8 Project Book 3 Unit 1 Appendix 9 Project Book 3 Unit 5 Appendix 10 Project Book 4 Unit 1 Appendix 11 Project Book 4 unit 4 Appendix 12 Project Book 4 unit 4 Appendix 13 Test for students Appendix 14 Correct answers task 3
Rozsah práce:	112 s., 76 s., 22 859 slov, 120 758 znaků vlastní obsah práce, přílohy 17 s
Jazyk práce:	Anglický jazyk