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Z á s a d y p r o v y p r a c o v á n í :

V bakalářské práci se student zaměří na problematiku neverbální komunikace v procesech vyučování / učení se anglického jazyka, a to zejména jejím významem a vlivem při výuce vedené v anglickém (tj. cílovém) jazyce. Teoretická část práce poslouží jako východisko pro následující část praktickou. Problematika extralingvistických aspektů komunikace bude zasazena do relevantního kontextu a dále rozpracována s ohledem na specifika pedagogické komunikace. Následně budou jednotlivé složky extralingvistické komunikace detailně rozpracovány právě v kontextu vyučování / učení se anglickému jazyku; akcentována bude především role extralingvistických komunikačních prostředků pro podporu porozumění. Praktická část práce bude zaměřena na učitele a na identifikaci situací, ve kterých učitel při hodinách anglického jazyka nejčastěji využívá extralingvistické aspekty komunikace, jejich následnou klasifikaci a hodnocení. Cílem praktické části bude na základě neslechových hodin popsat a vyhodnotit využívání mimojazykové komunikace pro podporu porozumění při výuce anglického jazyka výlučně anglicky, tj. teaching English through English.

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Pardubicích dne 1. 2. 2013

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ANNOTATION:

This work focuses on the use and functions of extra linguistic communication, namely illustrators. It deals with the early stages of English (as a second language) education which includes second, third and fourth grades of elementary schools. It also observes the time teachers use English teacher talk. Moreover it deals with the actual purpose of illustrators finding out what are their functions.

KEYWORDS:

illustrators; English learning and teaching; nonverbal communication; elementary schools;

NÁZEV:

Extra lingvistická komunikace v ELT

SOUHRN:

Tato práce se zabývá použitím a funkcemi extra lingvistické komunikace, hlavně ilustrátorů. Zabývá se ranými fázemi studia Angličtiny (jako druhého jazyka) toto zahrnuje druhé, třetí a čtvrté třídy základních škol. Dále se zkoumá čas, během kterého učitelé mluví Anglicky. Také se zabývá účelem ilustrátorů, hledá, jaké jsou jejich funkce.

KLÍČOVÁ SLOVA:

ilustrátory; výuka a učení Anglického jazyka; neverbální komunikace; základní školy;

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0. Introduction:

The work is divided into two parts, theoretical and practical. In the theoretical part I try to describe what communication is and what its subcategories are. I'm briefly describing its verbal part and broadly its nonverbal part with the aim to reach illustrators. In the practical part of the thesis I analyse, present and summarize the data collected during my research. Then I attempt to connect the results with the assumptions from the theoretical part and draw a conclusion.

This work focuses on extra linguistic communication in English classroom environment. As I wrote the paper I had to refer to teachers with pronouns, even though I realize that the majority of English teachers in Czech Republic are women, I often refer to teachers as men, probably because my personal judgement of this topic is biased by my own gender.

Theoretical Part

1. Communication:

Communication is a very broad topic and thus cannot be fully covered in this chapter, or thesis. I will try to describe the basics and the parts that are somehow connected to the topic of the work.

A dictionary definition of communication is:

- 1.the act or process of communicating; fact of being communicated.
- 2.the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.
- 3.something imparted, interchanged, or transmitted.
- 4.a document or message imparting news, views, information, etc.
- 5.passage, or an opportunity or means of passage, between places.

(<http://www.dictionary.com>,²⁴.)

But even though all of the definitions above have a common idea of sharing and transferring, there is no such thing as a simple definition of communication. That is because the perspective from which communication is described in shapes every statement about it into something unique.

"*We cannot not communicate.*", that is what P. Watzlawick (1967, p. 275) once said. Communication is ubiquitous, we communicate with ourselves and with others, we communicate through messages which are encoded, sent through communication channels and then decoded and received. (P. Gavora, 2005, p. 11) a description of these terms is below.

Most authors (books about communication in references) agree that communication, generally with other human beings, is a way to exchange information, sadly, this is all they agree on, most of their other attitudes towards communication are always influenced by the field they study and so we can even find such books as *Communication (not only) for Nurses* by N. Špatenkova. and J. Králová. For example in the book *Effective Communication* by J. Adair the issue of common set of symbols (usually language) is discussed very thoroughly and communication itself is described as "[...] *a process that enables exchange of information between people* [...]" (J. Adair, 1997, p. 18) J. Pech goes a bit deeper with the definition claiming that "*The basic aim of all communication is to transfer a thought, express an opinion, possibly to convince your communication partner about the correctness of your own attitudes.*" (J. Pech, 2009, p. 8). P. Gavora says that we can describe communication in a manner of three main ways (as in communication is a way to...). First one is as a way to achieve common understanding and an agreement of thoughts. Out of this arise conditions of communication: So that people understand each other, so that they speak the same language, so that they talk about one (same) thing and so that they achieve a union of thoughts. Second

way may be called expressing. It is basically informing, sharing knowledge, sharing feelings, attitudes and opinions. The third way of understanding communication is as an information exchange between people. One sends some information the other receives it and then they swap. From this we can assume that communication is done in both ways (from and to) (P. Gavora, 2005, p. 9). The examples above illustrate the fact that as every author looks at the issue of communication from a different perspective, different definitions are created, making it rather hard to define communication in one simple, short statement.

Now I will present a model of communication which should make it easier to describe what communication as such is. Today we have many models of communication from the simple ones (W. L. Schramm's) to complicated ones (Ruesch and Bateson's Functional Model) out of those the simpler model is the former:

W. L. Schramm's model:

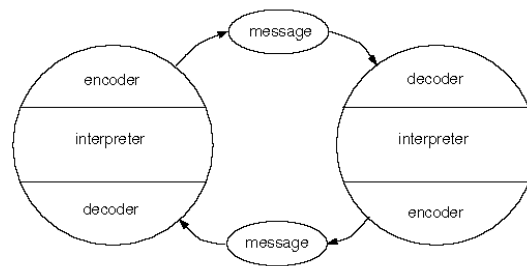


Image 1 W. L. Schramm's model of communication, 1954, ¹⁹

W. L. Schramm's model of communication invented in 1945 is emphasizing the encoding and decoding of a message. Also the circular shape of communication channels means that when speaker/listener says or listens the other participant can do the same making this model nonlinear and thus, even though simple, quite modern. The model is not dealing with different types of communication channels or types of communication, which, on the other hand, require some further attention.

There are many types of communication, those would be for example affective, assertive, in foreign language, human with computer, reader with text, two-way communication, e-mail communication, interpersonal, intrapersonal, one-way communication, cognitive, literal, didactic communication, in text, verbal, nonverbal, at workplace and many others (J. Vymětal, 2008, p. 26). Each and every one of those types has its own specifics. For the purposes of this work I need to mention that classroom communication (which will be analysed further in the text) can use all of the types mentioned above but, of course, with certain restrictions.

As for communication channels, those would be depicted as the arrows on W. L. Schramm's model. A communication channel is "A medium through which a message is transmitted to its intended audience, such as print media or broadcast (electronic) media." (<http://www.businessdictionary.com>, ²⁵). But J. Mareš and J. Křivohlavý (1995) also mention other types of communication channels such as verbal, nonverbal or communication by action.

What communication consists of is described in the paragraph below.

Our every expression has two parts: the content and the form. At first sight it could look like the priority of each expression is the content. But later it will be apparent that different form of communication can bear different results as well. Psychology studies also point out that out of the whole impression that our expression leaves on others the less influence on the listener has an expression composed by words only (about 10%) a lot more influential is the voice (about 35%) and nonverbal cues take up the remaining (about 55%)

(J. Pech, 2009, p. 8)

It is clear that the larger part of what we are saying is transmitted not by words themselves but by the use of our voice and nonverbal cues. Regardless, verbal communication comes out as the more complicated one since it can form thoughts that are in general beyond the abilities of nonverbal communication.

In this chapter I tried to briefly describe what communication is and what it consists of. The fact that communication is ubiquitous allows me to observe it in school and because it has many types I can observe a certain type of nonverbal communication (Illustrators) that the students receive in the classroom and hopefully find out its functions.

1.1. Verbal Communication

Our spoken words have greater impact than that of the sword taken out of the scabbard. The speeches of famous leaders and revolutionaries have had the greatest impact on people resulting in movements and revolutions. The words can encourage the people to take over and complete the tasks beyond their ability. On the other hand, the words can dis-spirit and discourage the people from doing even their routine jobs. Oral communication is vital to human relationships in every business organization as well as social gatherings.

(D. Burns, 2009, p. 23)

Under the term verbal communication we mean expressing ourselves with the help of words and language. Verbal communication can be direct or indirect, spoken or written, live or reproduced (M. Mikulášтик, 2003, p. 113). Important thing to keep in mind while talking about verbal communication is that most of the time it is used together with nonverbal communication (J. A. DeVito, 2008, p. 99).

In the field of verbal communication we usually recognize:

1. two levels of communication layer - rational, emotional,
2. two types of communication - formal, informal,
3. many types of communication styles - conceptual, conversational, operational, negotiating and others.

Differences between communication layers, types and styles are given by the purpose of communication, social context, emotions, amount and time period of contact between people.

(J. Vymětal, 2008, p. 113)

I deem it necessary to mention that even though the citation above mentions many communication styles not every author agrees. An older publication by M. Mikulášтик (2003, p. 117) mentions only four styles and those are conventional, conversational, operational and personal (intimate). M. Mikulášтик then explains that the difference between communication styles is in their function (M. Mikulášтик, 2003, p. 117).

In 1975, in his paper on Logic and Conversation, P. Grice proposed that during a conversation there are certain rules that we should follow; also he introduced the idea of Cooperative Principle. It is basically a general rule of conversation: "*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.*" (P. Grice, 1975, p. 45). Under this principle he distinguishes four categories under which fall certain other maxims and sub maxims. The four categories are called Quality, Quantity, Relation and Manner.

The category of Quantity relates to the quantity of information to be provided, and under it fall the following maxims:

1. Make your contribution as informative as is required (for the current purposes of the exchange).
2. Do not make your contribution more informative than is required. [...]

Under the category of Quality falls a supermaxim - "Try to make your contribution on that is true" - and two more specific maxims:

1. Do not say what you believe to be false.
2. Do not say that for which you lack adequate evidence.

Under the category of Relation I place a single maxim, namely "Be relevant." [...] under the category of Manner, which I understand as relating not (like the previous categories) to what is said but, rather, to HOW what is said is to be said, I include the supermaxim - "Be perspicuous" - and various maxims such as:

1. Avoid obscurity of expression.
2. Avoid ambiguity.
3. Be brief (avoid unnecessary prolixity).
4. Be orderly.

(P. Grice, 1975, p. 45-46)

All of the rules above apply to classroom communication as well and should affect the way teacher talk is produced.

Some authors also include paralinguistic communication as a part of verbal communication, some do not, in this work paralinguistic communication is listed under nonverbal communication for reasons that are described in detail below.

1.2. Nonverbal Communication

What we say or express by nonverbal communication takes up to 90% of what we are trying to express as a whole (J. Pech, 2009, p. 8). Nonverbal communication is divided into two parts, one on the borderline between verbal and nonverbal communication, called

paralinguistic communication, which is in this work listed under nonverbal communication because it does not use language as such, it makes use of various sound attributes and sounds produced, but the sounds themselves have no meaning. The second part is extra linguistic communication.

Nonverbal communication, both paralinguistic and extra linguistic, is an umbrella term for everything that we express without words (this does not mean that we cannot use voice, it is just words that we have to separate). "*Silence is a way of communication as well.*" (V. Černý, 2007, p. 18).

There is one more crucial set of categories that needs to be mentioned it is intentional and unintentional communication.

The difference between intentional and unintentional information transfer is of immense importance because these two forms of communication can contradict each other at any moment and in many ways, and in doing so impede effective communication. Not only can the intentional verbal message contradict the unintentional non-verbal message [...] but two non-verbal messages - one intentional and one unintentional - can also contradict each other[...].

(D. Pinto, 2000, p. 27)

In the practical part I mention that I observe only intentional nonverbal communication, because as mentioned above, unintentional nonverbal communication does not have to have the meaning we want to express.

1.2.1. Paralinguistic Aspects of Nonverbal Communication

Paralinguistics is a field of science which deals with various features that are accompanying verbal communication and in a significant way affect the purpose and the meaning of communication. It affects both sides of a communication (speaker, listener). This out-of-language part of communication is in many cases characterizing the personality of the speaker. Among the basic features of paralinguistic communication we can find: Volume of speech, quality of speech, pitch, amount of speech, colour of voice, intonation, emotional background, spaces (silence), fluency, phrases of speech, fillers, speed of speech and mistakes (J. Vymětal, 2008, p. 115). Now we shall take a closer look at some of those aspects and what do they actually do.

Volume: characterizes the speaker as a persona, also gives information about his interest in the topic and his effort to catch attention of other speakers.

Fluency, spaces, phrases: influences and gives further details about the way in which we understand the message. Intentional space (silence) can have the meaning of an invitation, expectation, demand to increase the level of attention, an opportunity to think (for listeners and speaker), in case of unintentional space (silence) we might speak about a manifestation of helplessness (speaker has a so called "blackout"), hesitation, uncertainty, embarrassment, lack of concentration, looking for the right term and in an expressive way even a manifestation of offense and contempt.

Fillers: is a term for words with which the speakers fill their expressions, but that have no importance for the communicated message. Usually we speak about stereotypical and for a speaker characteristic filler between words or sentences, when the speaker looks for a correct and accurate term or is

emotionally disabled (i.e. stage-fright). Fillers are often onomatopoeic words, adjectives and so on. (e.g. truth to be told, so, plainly...).

Mistakes in speech: are of varying kind. It can be mistakes of articulation, incorrect pronunciation of some letters, stumbling, and a lot of others. Listeners feel that the most disturbing paralinguistic mistakes/aspects of speech are non-self-confident speech, incorrect pronunciation and articulation, too quick speech, insufficient vocabulary and poor verbal performance.

(J. Vymětal, 2008, p. 118)

All this is but a tip of an iceberg that is paralinguistic communication and its features. But for the nature of the content (it will not be a part of the research) and its complexness I cannot present all that there is about paralinguistic aspects of speech.

1.2.2. Extra Linguistic Aspects of Nonverbal Communication

"By extra linguistic communication we refer to actions such as facial expressions, hand gestures and body movements when they are intentionally performed to share a communicative meaning." (F. Bosco, 2004, p. 3). This means that distinguishing between actual extra linguistic communication and for example itching behind your ear might sometimes get rather complicated. Moreover the sheer amount of signals that we are sending while communicating is vast and makes analytical recognition of each one of them extremely difficult. We shall have a closer look at each sub-category of extra linguistic communication lower in the paper (chapter 2.2.). In this chapter I present a list of basic features of extra linguistic communication and their short description. J. A. DeVito (2008, p. 155-172) divides extra linguistic communication into ten subcategories while other authors do not necessarily stick with that number. M. Mikulášťik (2003, p. 123-132), for example, divides the same topic into thirteen categories and other authors usually mention from nine to twelve, for this reason I will be mentioning only those relevant for this thesis and those that most authors agree on. For the reasons above (to maintain conformity of the information in the chapter) I will be using but a few sources to describe the key features of each subcategory, mainly because authors that I used to collect information from tend to agree on what extra linguistic communication is and what are its subcategories but also because the information from other sources seems less complex and tied to irrelevant (for this paper) topics i.e. job interviews and such.

Signals transferred through eye contact differ depending on the length, direction and character of the look. Every culture has rather strict yet non-written rules concerning the appropriate length of eye contact. Eye contact communicates vast amounts of information i.e. search for feedback, information that the communication channel is open, the nature of the relationship between the participants. It can also alter psychological distance between people (if you look into somebody's eyes in a crowd or class you become psychologically closer to him or her). [...]

Mimics are possibly the most important source of non-verbal information. The term itself covers all muscle movements in face, mimics expresses what an individual thinks, also what is his attitude towards what is being said and towards the object that is being discussed. Mimics do express current psychological condition but also relative emotional state. Relative emotional state can be

characteristic for each individual. Moreover mimics doesn't always have to agree with the experience (constant frowning, or smiling even when unhappy) .

(J.A. DeVito, 2008, p. 157-160)

Gestures are divided into several subcategories, which often depend on what the author deems important. To illustrate, R. E. Axtell is using the term gestures to cover all body movements and then divides gestures into “[...]four general categories: greetings, beckonings, insulting, touching, and four specific, common, and popular gestures: O.K. signal, Thumbs-up, V for victory, Vertical horns (or hook ‘em horns)” (R. E. Axtell, 1998, p. 16). Those categories are rather real-life situation based; a different approach would be from M. Mikulášťik who claims that the term gestures covers mostly intentional hand movements, head movements, sometimes even leg movements, which may illustrate verbal message. He goes on explaining that gestures can be used consciously or unconsciously, and then he sorts gestures into three categories Illustrations, regulators and signs (M. Mikulášťik 2003, p. 127). This kind of division is very similar to the one provided by J. A. DeVito (2008, p. 156) (except for the conflict in the superiority of a term). He divides body movements into five subcategories, trying to cover not only hand gestures (as R.E. Axtell or M. Mikulášťik) but whatever body movements there are. The categories are gestures, illustrators, affective utterances, regulators and adapters. He then goes on explaining that gestures are symbols which directly interpret words or phrases for example O.K. sign. (J. A. DeVito, 2008, p. 155). A. Nelešovská only summarizes that gestures are movements which have significant communicative function. Moreover she adds that gestures are not only hand movements but they can be produced by whatever body part possible (A. Nelešovská, 2005, p. 52). On the contrary P. Gavora has a different approach, claiming that gestures are only hand movements, rarely they can be observed as head movements as well. He goes on dividing gestures into four categories: accentuations, gestures-emblems, iconographic gestures, relaxation gestures (P. Gavora, 2005, p. 105). These are then the basic categories of gestures, out of those I will be using J. A. DeVito's model, an explanation and further details of his model are discussed in chapter 3.

Another form of extra linguistic communication is posture. Under that term we understand our pose, tension or relaxation, bending, position of our hands, head and legs, configuration of all body parts and the angle of our body. Posture indicates emotional state, interest, our opinion about the speaker and his message (M. Mikulášťik, 2003, p. 127). We can distinguish between two types of poses, open and closed. When in closed pose a person has his hands crossed on his chest seemingly defending, or clasped in front of his body. Moreover,

when sitting, legs are crossed as well. If, on the other hand, his chest is not covered and hands are freely by his body or gesturing the pose is opened (P. Gavora, 2005, p.107).

Haptics is a term that means tactile contact; this contact includes reception of messages about deformation of skin caused by pressure. Reception of messages about heat, cold, elements that cause pain, sometimes even the ability to sense vibrations is included. [...] a touch can be interpreted as a friendly or hostile act.

Proximity is about the distance in communication. Everybody needs certain distance to feel comfortable while communicating. This space is both relative and individually and culturally dependant. The more sympathetic people are the closer they are while communicating. The distance while communicating can be divided into four categories. [...] These are: intimate distance – ranging from touch to about half-a-meter. personal distance – ranging from half-a-meter to two meters (but it also depends on the topic of conversation, on the background noise), group distance – from one meter to ten meters, this again depends on the occasion, public distance - from two to one hundred meters. Sometimes territorial defence can be considered a certain rudimentary form of our behaviour. Some modern ways of defending are e.g. ignoring people during conversation, denying them their turn in it, tilting our body etc.

(M. Mikulášтик, 2003, p. 130)

An important part of nonverbal communication is also created by an overall image of a person. The way we look, express ourselves and the way we are. Sometimes it also signifies what relationship we have to the ones we are talking to (P. Gavora, 2005, p. 108). Our image is not created only with the clothing we use but also with the items we have while communicating e.g. a pen, glasses, a book etc. Young people often want to express that they are different from the older generations; they often do so, except other things, with the help of their clothing (M. Mikulášтик, 2003, p. 132).

2. Classroom Communication

One of the forms of interpersonal communication is communication in classroom, i.e. between teacher and pupils. Classroom communication though, cannot be characterized as at school only. J. Mareš and J. Křivohlavý (1995, hereinafter referred to as J. M. & J. K.) point out that classroom communication is a type of communication that follows didactic objectives and helps to educate. Thus classroom communication can occur at home with family, at school grounds or anywhere else.

P. Gavora (2005, p. 25) explains classroom communication as follows. One of the forms of interpersonal communication is classroom communication. It has several specifics which make it different from regular interpersonal communication. The differences are given by the roles of the partners while speaking, the objectives of the communication, content of the communication, but also by the given values of time and space teachers and pupils have to communicate. P. Gavora presents several aspects of didactic communication. First aspect of communication in class is communication and education. A very simplified version of what P. Gavora says about the first aspect is that whenever we enter a classroom we communicate;

using verbal and nonverbal cues we try to transfer information (information in his description is basically anything we try to communicate ranging from “Close your books!” to “78% of air is nitrogen.”. “*Classroom communication is the means for education to be realized; it is done through verbal and nonverbal expressions, by teachers as well as pupils.*” (P. Gavora, 2005, p. 25).

A different approach is mentioned by J. M. & J. K., they look at the issue from a different angle, thus reaching a different definition. “*Optimal classroom communication can be characterized as communication accompanying educational processes which serves certain didactic functions.*” (J. M. & J. K., 1995, p. 25). They go on explaining that didactic communication creates appropriate and comfortable emotional climate in the didactic process, optimizes the relationships between both pupils and teachers and between pupils themselves as well.

Classroom communication can be described through its functions. J. M. & J. K. present six of them (J. M. & J. K., 1995, p. 25); those six functions are simplified by A. Nelešovská and presented in her book. “*Classroom communication mediates relationships through shared actions between the participants of the communication – both teacher and pupil and between pupils themselves.*” (A. Nelešovská, 2005, p. 28).

Functions are not the only characteristic of classroom communication. There are also rules of classroom communication, those rules are not only limited to school rules, but include a certain code that the pupils and teachers either decide on or are expected to follow as some form of social rules (J. M. & J. K., 1995, p. 32). Naturally, the rules that were mentioned in chapter 1.1 apply as well.

To summarize this chapter, rules of communication in class regulate behaviour of teachers and pupils. These rules are important from the organizational aspect of school work (cooperation, work distribution, etc.) (P. Gavora, 2005, p. 34). There are several other aspects that influence the way we create and obey those rules but for the purpose of this work the above explanation of classroom communication is enough.

2.1. Verbal Classroom Communication

Verbal communication is the most used form of communication in didactic process. During this process verbal communication goes through certain phases. First there has to be an intention to convey some information (from teacher or pupil). Then follows the message itself, it is addressed to a certain recipient, then the addressed recipient tries to decode the message and discover its meaning. One of the tools to make the meaning of the message

clearer is dialogue, usually the younger the students the less dialogue we use (A. Nelešovská, 2005, p. 42). Dialogue is not about a simple change of roles in a conversation. In order to achieve common understanding during a dialogue both sides have to actively ask questions to reassure themselves and the other side of their understanding of the message (J. M. & J. K., 1995, p. 58).

Verbal classroom communication is also specific in its speaker (teacher) / listener (student) ratio. Ned Flanders summarized his extensive research into a single rule: Rule of Two Thirds. "*During an average class, two thirds of classroom talk is teacher talk, the rest are silent activities (reading, writing, etc.) and two thirds of teacher talk is unidirectional lecturing.*" (N. Flanders, 1972, p. 178).

One of important aspects of didactic verbal communication, especially in ELT is the level at which we communicate. S. Krashen summarized this in his input hypothesis; there he explains that student must be exposed to comprehensible input in order to acquire language. For this to happen the teachers should apply a simple rule $I + 1$ where I is the level of students and the $+ 1$ means what level of language teachers should use (S. Krashen, 1982, p. 27). I hope that this will have a positive effect on the research since the teachers that I will be observing should be forced to use more nonverbal communication than they would normally use. If the level of the language that children have is fairly low, teachers should not be much higher.

2.2. Nonverbal Classroom Communication

A. Nelešovská says that nonverbal communication has many ways to send a message, show something, or make the other one aware of. Without it our communication would be dreary. It is extremely beneficial for teacher to use and observe nonverbal communication correctly because it will make didactic communication better and much more effective (A. Nelešovská, 2005, p. 57.). In chapter 1.2.2. I mention that body language is culture dependant but we also have to consider similar differences between generations. Younger generations use some gestures which are different from the gestures of the older generations. Differences are visible in the use of different postures, clothing styles, hair style etc. (P. Gavora, 2005, p. 99).

Chapters 2.2.1. to 2.2.7. mention those types of nonverbal classroom communication that I think will be observed in the research.

2.2.1. Eye Gaze

Communication with our eyes is one of most used forms of nonverbal communication. Teachers look at their pupils and pupils look at their teachers; it is possible to find a certain message encoded in these looks. There are many categories that help us define the way we look. A. Nelešovská (2005, p. 49-50) describes ten characteristic types of eye gaze while M. Mikulášтик (2003, p. 128-129) talks about six. For the purpose of this paper it is enough to say that those aspects of eye gaze range from simple length of eye contact to the angle of openness of our eyelids and are seldom accompanied by verbal utterances.

J. A. DeVito describes functions of eye gaze as follows. There are many functions of our look. One of them is comprehension check, while talking we look at the other person almost as if we would want to say "Do you understand?". We can use eye contact to inform the other person that the communication channel is open and that it is now his turn in the conversation. An example of this is a situation in a classroom when teacher announces a question and then without adding anything else points his sight in the direction of the pupil he expects the answer from (J. A. DeVito, 2008, p. 160).

Eye gaze can also signalize the nature of a relationship either positive (a straightforward look) or negative (evasive look). In an average conversation the listener spends more time looking into the speaker's eyes than the other way around. However, if the speaker wants to control the conversation he will turn this rhythm around, staring into his listener's eyes while talking to him (this is a feature that teachers often use to emphasize the importance of a message) (J. A. DeVito, 2008, p. 160).

2.2.2. Facial Expressions

Facial expressions (mimics) are the most important nonverbal communication channel expressing our feelings. With the help of mimics we express various shades of our feelings ranging over several categories from positive to negative (e.g. fear, happiness, anger etc.) (J. M. & J. K, 1995, p. 109). Mimics as such manifests through movements of eyes, eyebrows, forehead, mouth, chin and cheek. Possibly the most important facial expression of a teacher is a smile. It reflects sincerity and warm-heartedness. However, it can be misused easily to express irony or mocking (P. Gavora, 2005, p. 106).

A study of the ability to read emotions of other people which are expressed on their faces found out that not everybody is able to correctly read them. Introverts were better at reading them than extroverts and women were better than men. It has also been found that there are seven major emotions which are often accurately identified (A. Nelešovská, 2002, p. 48). Those emotions are:

- a) happiness - unhappiness
- b) unexpected surprise - fulfilled expectations
- c) fear - feeling of certainty
- d) joy - sadness
- e) calmness - anger
- f) satisfaction - dissatisfaction, disgust
- g) interest - lack of interest

(A. Nelešovská, 2002, p. 48)

All the other emotions are much harder to distinguish and identify from just watching the mimics of our faces and thus have to be considered with the context (e.g. situation, surroundings, conversation topic etc.). This group of emotions is labelled as secondary (M. Mikulášťik, 2003, p. 126). Facial expressions are a very broad topic and as such it would not fit in the space allocated in this work; a portion of information is omitted.

2.2.3. Gestures

Gestures do not necessarily have to be made by hands only or, in fact, any other part of body. J.A. DeVito states that there is a category called body movements which is an umbrella term for gestures, illustrators, affective expressions, regulators and adapters (J.A. DeVito, 2008, p. 156). I already mentioned in chapter 1.2.2. that the subcategories vary depending on the author's point of view.

The crucial fact that I tried to emphasize in chapter 1.2.2. is that each author has a different range of the term gestures, while J.A. DeVito (2008, p. 156) states that gestures can be expressed by almost every part of our body, M. Mikulášťik (2003, p. 127) is more strict about the range and limits his definition of gestures to hands and head only. I chose to follow J. A. DeVito's model mainly for its simplicity and ease of use, basically he says that it is not the body part that defines whether a movement is a gesture or not but it is the purpose of the movement that defines its category. This serves perfectly for me, since I want to observe all movements if they are connected with English. Illustrators then are perfect, because they are content (English, in my case) dependent. I decided that because the model allows me to label any body movement as an illustrator as long as it is directly associated to a certain type of content it is therefore the best model for my research, because I cannot predict what kinds of body movements teachers use.

Gestures are movements which have significant communication purpose. They accompany verbal utterances or substitute them. They are movements of any part of body, though we can often observe them as hand movements (A. Nelešovská, 2002, p. 54).

We found that requiring children to gesture while learning the new concept helped them retain the knowledge they had gained during instruction. In contrast, requiring children to speak, but not gesture, while learning the concept had no effect on solidifying learning. Gesturing can thus play a causal role in learning, perhaps by giving learners an alternative, embodied way of representing new ideas.

(Goldin-Meadow, Nusbaum, Kelly, Wagner, 2001)

An interesting opinion comes from J. M. & J. K. they say that gestures can be used to substitute commands like "sit down!" and "get up!" or we can simply mark the end of one phase of the session and mark the beginning of another. However, they do not mention anything about the application of gestures to improve learning process or to be precise retained knowledge (what students remember from a lesson) (J. M. & J. K., 1995, p. 111). On the other hand, the possibility of nonverbal communication influencing the amount of remembered knowledge is widely discussed in other, more recent publications i.e. P. Gavora mentions the impact of the usage of gestures on the memorization (or retained information) of the subject matter (P. Gavora, 2005, p. 126). Furthermore this can be interconnected with ELT; at least in the early stages of second language education most of the subject matter that is discussed during classes can be can be show as a kind of gesture (W. A. Scott & L. H. Ytreberg, 1990, p. 5). This is connected with S. Krashen's input hypothesis. The previously mentioned study by Goldin-Meadow, Nusbaum, Kelly and Wagner describes the results that can be achieved by using these techniques (increased illustrator usage).

2.2.4. Postures

The way our body is aligned is called posture. Just by making a certain kind of posture a person can signal the other people whether he is friendly towards them or whether he wants to continue the conversation or whether he is ending it (A. Nelešovská, 2005, p. 53). A. Nelešovská, on the other hand, does not mention that it is not just what we do that says something, it is also how we have grown, and our height could be an example of that. Taller people are usually more successful in their efforts and have higher wages and it is not just one sided, taller people have higher self-confidence as well (J.A. DeVito, 2008, p. 157).

As mentioned above postures reflect our mental state. Whether a teacher stands tense or relaxed is easy to spot. Another thing we can read easily from posture is his or hers dominant or submissive relation, self-confidence or uncertainty (P. Gavora, 2005, p. 107).

The default division of postures is between open and closed. Basic difference is whether we have crossed hands or feet and whether we cover our vitals or not. The division then can signify whether listeners want to interact with the speaker or not. In classroom environment it can be (if observed well) used to change the course of conversation or strengthen your argument when you notice that your students do not agree (J. M. & J. K., 1995, p. 111).

2.2.5. Haptics

Haptics is a term introduced by linguist William Austin. It means tactile contact (touch). This form of contact includes: receiving messages about pressure which deforms our skin, receiving messages about heat, cold and inflicted pain, sometimes an ability to notice vibrations is included (A. Nelešovská, 2001, p. 56).

A touch can have various meanings: formal, informal, friendly and intimate. These have to be used correctly to avoid communication failures. We can identify three zones on human body which determine where we tolerate being touched. First is social zone - hands and arms, second is personal zone - arms, shoulders, hair, face, and the third one is intimate zone - no limits (M. Mikulášтик, 2003, p. 130).

The way we touch each other can be characterized from the perspective of previously mentioned zone affected and the way we touch (handshake, pat on the back, fondling, etc.). With but a gentle touch of a hand we can encourage our students or discipline them (A. Nelešovská, 2005, p. 54).

2.2.6. Proximity

The distance between people who are communicating can signify their relationship but also can mirror the possibilities of the space they are at (size of the room its shape, type of the furniture) (P. Gavora, 2005, p. 108). The horizontal distance is not the only defining aspect of the way we talk to people; it is the vertical one as well (J. M. & J. K., 1995, p. 112).

There are four critical zones we unconsciously notice and follow wherever we communicate. These zones are called intimate, personal, social and public; ranging from the smallest one to the biggest. They affect the way we act while communicating (E. T. Hall, 1969, p. 12, 96, 116). Also they are heavily culture dependent, what can be still considered a personal zone somewhere can be already an intimate zone somewhere else. When two people with different distances of their zones meet their conversation often looks as if one of them is moving backwards while the other one is leaning towards the first one.

Intimate zone - 45 cm and less, the presence of another person is cannot be ignored. It is a zone where we can feel his olfactory and heat signs. Moreover, it is so tight that often people consider it being inappropriate in public.

Personal zone - 45 cm to 1,2 m this zone is outlining our personal space which we are trying to protect. We allow but a few people enter this zone, otherwise a contact with other people can be made only with hands stretched out.

Social zone - 1,2 m to 3,7 m this distance prevents us from seeing details which we can see in the personal zone. It is used to resolve non personal matters and to conduct social communication. With increased distance between the speakers the communication looks more formal. Many people who are managing or leading something have their tables placed so that this minimal distance is secured.

Public zone - 3,7 m and bigger, in this zone we are protected. It allows us, if required, to defend ourselves. An example would be in a bus where you will try to keep this distance between you and a drunk person. Even though we are not able to distinguish small facial details we are still close enough to see everything that is going on.

(J.A. DeVito, 2008, p. 162)

Overall these features can be used to manage the students (by trespassing into their personal zone or simply closer than usual) or to illustrate words related to distance like close, far and so on.

2.2.7. Appearance

Our looks is the last part of nonverbal communication that I will be mentioning in this paper. People judge other people on their looks, the same way our communication partners will categorize our personality depending on the clothes we wear, our hairstyle and the small details like earrings, glasses etc. Clothes and looks identify our gender, age, working environment status and our identity with certain social or profession related group (P. Gavora, 2005, p. 108).

J. M. & J. K. state that the appearance of our surroundings (class, house, building, etc.) says something about the people working or living in it. The appearance of the classroom says something about the students; the appearance of the teacher's room says something about the teacher (J. M. & J. K., 1995, p. 113).

Out of the four books that I had access to, which mention nonverbal communication by appearance, just one author places some clear boundaries for the topic. Only P. Gavora is dividing clothes to formal and informal, other authors (A. Nelešovká, J. A. DeVito, J. Pech) do not set any subcategories to appearance. Although they all mention how clothing, facial details, piercings and such represent young people's way of reaching or finding individuality, thus making it a path to adulthood.

From the point of view of this work I need to mention that clothing itself can be used as an illustrator for example while describing vocabulary items connected with it.

3. Illustrators

Simply said, illustrators are:

"[...]gestures that are used to illustrate spoken words. Their major functions are: to encode difficult messages/material, which is a communicative effort of the speaker help the receiver to decode messages more easily than without the use of gestures. Examples: Giving directions - pointing, Outlining a picture of a referent."

(D. Gibbon, 1998, ²⁷)

A more in depth explanation can be found in J.A. DeVito's book:

Illustrators amplify (meaning "illustrate") verbal communication, with which they occur. When you are talking about something that is to the left from you, you point that way. Most commonly people use hand movements, but also head, or whole body for example turning your head or whole body to the left. Illustrators are also used to express size or shape of an item that we are talking about. Latest researches show an interesting function of illustrators and that is improving the ability to memorize. According to those researches people who accompanied their verbal utterance with gestures were able to remember 20% more than those who did not.

(J.A. DeVito, 2008, p. 156)

The research done by Goldin-Meadow, Nusbaum, Kelly, Wagner, 2001 and the idea that underlines them is described in chapter 2.2.3.

A key piece of information about illustrators is that they cannot exist on their own (J. A. DeVito, 2008, p. 156), meaning that there always has to be verbal output as well. This means that illustrators whenever used have to be connected to content. The content itself varies depending on the contextual factors (what is being taught at the moment). I can then observe the illustrator with its given content and identify the function of the illustrator. The functions then are researched in the practical part and are based on assumptions from chapter 2.2.

One way of ensuring that a successful connection between subject matter and an illustrator has been made is to force the students to repeat both, the gesture and the subject matter. This was used in the study by Goldin-Meadow, Nusbaum, Kelly and Wagner (2001) They say that "*The gestures that children spontaneously produced when explaining a task predict whether they will subsequently learn that task.*" (Goldin-Meadow, Nusbaum, Kelly, Wagner, 2001, p. 2). The research compares the amount of information that children were able to memorize when using illustrators and when not. This, then, provides the basis for my research, I will try to find out whether the teachers are using illustrators and for what purposes are they doing so.

In ELT one of the possible functions of illustrators is input modification (T. Lynch, 1996, p. 41). Input modification was already mentioned before in chapter 2.1. but only in connection with verbal communication. While on the other hand, especially younger children, require a bigger portion of nonverbal input than adolescents or adult students, making nonverbal input modification an important part of classroom communication (S. Halliwell, 1992, p. 4).

The use of illustrators can range from simple hand gestures to more complicated signs such as prolonged eye contact in combination with widened eyelids. Breaching into student's personal zone then can illustrate words such as close, near and such. Even our appearance, when pre-prepared, can be used as a form of illustrator as mentioned in chapter 2.2.7. Our facial expressions can obviously illustrate emotions or some of our senses, sniffing in a very obvious manner can then signify either nose or smell or fragrance. In the same way our posture can signalize certain vocabulary items such as sitting, standing, running etc. All of the categories of nonverbal communication that were mentioned in chapters 2.2.1. to 2.2.7. can be in some way used as illustrators.

4. Conclusion of Theoretical Part

In theoretical part of the work I tried to explain the basics of communication and its subcategories, in depth I attempted to describe nonverbal communication and the parts of it that are related to the research in the practical part of the thesis.

To summarize and clarify illustrators as main aim of this work are amplifiers or illustrators of a verbal message. They are a type of nonverbal communication, are tightly connected to the content of a message (verbal communication) and should be easily observed in English classrooms. They are various body movements including gestures, head movements or postures (J.A. DeVito, 2008, p. 156). Their position in the category tree according to J.A. DeVito's classification is above gestures as such making it possible to label various types of body movements as illustrators.

According to S. Halliwell (1992) it is young students who need larger quantities of nonverbal input. Illustrators then as closely related to the content as they are should be used the most in the early stages of language education because they can in a way substitute verbal input or give it more meaning than it would have on its own. Their functions will be observed and discussed in the practical part.

Practical Part

5. Research Methodology

Foreword: Most of the terms related to the research and its methodology used in this chapter are from a book by M. Denscombe - *The good Research Guide* (2010, p. 196-210) – since, in order to save space, I gave only a short explanation of the terms, full explanation can be found in the book. The terms are marked with "(M.D.)". Except the actual research data I had been logging contextual factors as well, these are mentioned only if they affected the research results.

The various function of illustrators were either devised with the help of my consultant or observed during pilot study or based on an assumption by T. Lynch (1996, p. 41) who includes illustrators in the category of input modification of teacher talk.

As for where to observe, W. A. Scott and L. H. Ytreberg propose in their book that younger children should have a variety of input methods. This means that nonverbal input should be present in larger quantities than with older students (W. A. Scott & L. H. Ytreberg, 1990, p. 5). Problem with this became apparent after the pilot lesson the English teacher talk was but a minor part of the lesson so I had to introduce time measurement to relate the actual time of English teacher talk to the ability to observe valid results.

Systematic observation (an observation with predetermined system of categories to be observed) (M.D.) was the main method used for this research. It was selected as the most suitable for the goal of the research because

It does not rely on what people *say* they do, or what they *say* they think. It is more direct than that. Instead, it draws on the direct evidence of the eye to witness events at first hand. It is based on the premise that, for certain purposes, it is best to observe what actually happens.

(M. Denscombe, 2010, p. 204)

It is a fact that this kind of research depends heavily on the researcher's subjective perception of the situation together with his ability to, if possible, not attract attention so that the naturalness of the research environment is preserved. Because of the former, the observation sheet had to be adjusted in order to increase the accuracy of end results and the latter could only be ensured by my passivity in the classroom. I attempted to avoid selective recall (to remember only what I want) (M.D.) by real time observation, no adjustments to any observation sheets were made after a lesson. To minimize the impact of selective perception (observing only what I want) (M.D.) I had a list of illustrators and functions present when I was observing to ensure that I focus on the desired data.

A pilot study (a test research) (M.D.) was conducted to test the tools (observation sheet and later stopwatch) and the situation (whether I can manage to log all that needed logging). This resulted in the creation of an observation schedule (a plan as for how to observe) (M.D.) with possible functions of illustrators and including the addition of lesson parts and time measurement. These adjustments are explained in the next chapter. The first version of observation schedule had essentially four categories of illustrator's functions that I thought could occur in the classroom environment, if they would really and to what extent remained for the pilot study to find out. The functions I devised were - input, divided further according to the Bachman's model of communicative competence into four subcategories (grammatical competence, textual competence, illocutionary competence, sociolinguistic competence) the model is attached to the work. Remaining categories were comprehension checks, mistakes & errors treatment and classroom management (an example observation sheet is attached). This scheme changed a bit after the pilot lesson and the changes will be discussed in the next chapter. As for the situations observed, illustrators in all their possible forms were included and logged.

To get a representative picture of the event or situation, the use of systematic observation can involve a deliberate selection of people to be observed, so that there is a cross-section of the whole research population.

(M. Denscombe, 2010, p. 201)

Also the extent to which we use body language is differing from person to person. Thus research sample of five teachers was selected, with the explicit aim to observe both, qualified and unqualified teachers for the variety of results. Rather than observe thirty hours with two teachers I chose less hours per teacher but with greater variety of them. The plan was to include at least two qualified teachers and three unqualified. However, it proved to be impossible across the schools that were available to me (responded to my e-mail or a verbal proposition), because four of the teachers I came to contact with (on all the elementary schools I was observing at) either had a degree in some other field than English teaching or they had no degree at all. Most of them explained that they are placed on the first degree of an elementary school precisely for their lack of qualification or language knowledge. This affected the intended ratio of qualified and unqualified teachers, in the end I was able to find only one qualified teacher of English and even this teacher stated that she had not been teaching for fifteen years after obtaining her degree. As a result the intended three to two ratio was reduced to four to one which did affect the research results.

Final decision was then to observe five different teachers of English, one qualified and four unqualified ones, each for three hours and additionally one pilot lesson to check whether everything works as it should.

In chapter seven I present the results in the following manner. Each teacher has a summary of his results, which is presented in the form of four charts, first chart represents the average mean values of their time spend by English teacher talk and my guesstimate English vs. Czech ratio. Second chart is an example, filled in, observation sheet from one of their lessons. Third chart shows a sum of the overall numbers (throughout all three lessons) of illustrators observed and the fourth chart represents a sum of illustrators with the functions they were observed with (also during all three lessons).

6. Pilot Study

The reasons to carry out pilot study were simple; to ensure that everything works as it should this includes observation sheet adjustments and field testing of my ability to log the occurrences of illustrators properly. One of the anticipated problems was that I will not be able to log and observe all the illustrators that were used because of the sheer amount of them, this proved to be wrong and is explained below in this chapter because it is tightly related to the time measurement system that I had to introduce after the pilot study.

The actual use of English language in teacher talk affects the amount of illustrators that I can log (I was logging only illustrators used during English parts of lessons) which made the time the teachers spent using English a very important factor. In connection with this I had to introduce Czech vs. English ratio as well, even if it was just a subjective guesstimate it had to be there for more accurate description of the contextual factors. I had to have a way to justify a scenario when Teach Talk time was around 20 seconds which would normally make no sense, unless the English vs. Czech ratio was so high that Czech became basically the only language used during the lesson. In order to increase the low accuracy of my guesstimate and to get results that identify the most illustrator heavy parts of lesson I divided the lessons into three fifteen minute parts, each part had its own timer, ratio of Czech vs. English and its own part of the observation sheet, later on I could describe which parts of the lesson are in English, either for the students or for the teacher and which parts are illustrators rich and which lack nonverbal input.

During the pilot study the problem with my inability to log the results fast enough was resolved simply by the fact that the teacher seldom used English and that caused a significant

drop in what I was actually meant to log, creating space for me to measure the time and try to assess the ratio of Czech vs. English.

Another significant adjustment that I had to do was to add one more category of illustrator functions to the already prepared categories (mentioned above). Because, as observed, teachers often use illustrators to express approval a category not mentioned before. An example situation would be a teacher nodding his head saying "ok" or "excellent" while patting the student on his or her shoulder.

This created a new problem as well, when a teacher says stand up and gestures with his/her hands the function of the gesture then is spread among several categories including grammatical competence, input modification and classroom management. But the core (real) function is classroom management only, because children already mastered this vocabulary and thus do not need input modification to understand the meaning of the phrase. In all other cases in which the function of the illustrator was ranging over several categories was then simplified in the same manner, the basic function was identified and associated with the gesture, meaning that even though most of the gestures would have to have classroom management function associated with grammatical competence as well, in the results they were identified as classroom management only, because that is their true purpose.

To simplify and make the end results even more accurate another decision was made to connect input modification and grammatical competence, the reason for this is fairly simple, every time a teacher uses a gesture as a form of input modification it automatically implies that he modifies something so that the children understand it easier, he modifies a part of grammatical competence which is being taught. Thus all the input modifications in the research results automatically include grammatical competence as well.

Another issue I had to address was the overwhelming amount of classroom management oriented gestures of but one or two types which would then overshadow the actual useful gestures in the end results. So I divided the category of gestures into two additional subcategories to lessen the amounts of classroom management related ones. These subcategories were head nods and pointing, the former used almost only for the purpose of approval and the latter functioned as classroom management.

After the pilot study then I had readjusted the observation sheet adding a separate chart for Czech vs. English ratio, time of English teacher talk and added functions to the illustrators and re-divided gestures. Research tools were then observation sheet and stopwatch.

7. Data Analysis and Discussion

Chart 1 Shortcuts

Illustrators	
EC	Eye Contact
FE	Facial Expressions
Ge	Gestures
GeP	Gestures – Pointing
HeN	Gestures - Head Nod
Po	Posture
Pro	Proximity
Functions	
App	Approval
CM	Classroom Management
Com	Comprehension check
GC	Grammatical Competence
Inp	Input Modification
Mis	Mistakes&Error Treatment
Q	Qualified
UnQ	Unqualified

For the purposes of data analysis all calculations where mean value was counted were done with arithmetic mean formula:

$$\bar{x} = \frac{1}{n} (x_1 + x_2 + \dots + x_n) = \frac{1}{n} \sum_{i=1}^n x_i$$

In all charts and graphs shortcuts are used, for that reason a list of them and their meaning is provided in chart 1.

Some of the categories refer to the same kind of illustrator; this is because some of the gestures used were more common than others in such quantities that they would erase the difference in their function between the two. For example the category of Gestures is divided into three subcategories. Those are Pointing, Head Nod and Gestures in general. The reason for this is that pointing and nodding were used in abundance and their function was almost entirely classroom management and approval.

On the other hand gestures which functioned as input modification and grammatical competence were used but little. This could result in a misinterpretation of results (if left in the same category) that gestures used by the teachers actually help students to learn something while they only manage the classroom or express approval.

Since it would be impossible to present all the observations sheets with their contextual factors (M.D.) I present always only one example observation sheet transcribed into digital form, a summary of the timers, Czech vs. English ratio and a chart of occurrences (how many times did each combination of illustrator and function occur) throughout all the three lessons. This chart represents all the illustrators that were used during the lessons and the functions that they were used for as well as the number of these occurrences.

7.1. Teacher 1:

Chart 2 Average English Teacher Talk Durations & Cz. Vs. En. Ratio

	Part 1	Part 2	Part 3	Avg. Part	Avg. Hour
Time (sec)	00:37,0	00:37,0	00:26,0	00:33,3	01:40,0
Cz (%)	86,67	66,67	86,67		80,00
En (%)	13,33	33,33	13,33		20,00

Chart 2 shows us that the English usage in all three lessons of teacher one was pretty low. Even if we do not

have a comparison with a larger sample it is obvious that less than two minutes out of forty five minutes is not much. The averages per lesson parts are very close to each other

Chart 3 Observation Sheet

Qualification	UNQ	Part	CZ	EN	Time
Date	16.1.	Part 1	80	20	0:00:27
Teacher No.	1	Part 2	70	30	0:00:28
Lesson No.	3	Part 3	90	10	0:00:16
Grade	3			Total	0:01:11
Part No.	Illustrator used	Illustrator function			
Part 1	Ge	CM			
	GeP	CM			
	Ge	CM			
	HeN	App			
	Ge	Inp			
Part 2	HeN	App			
	Ge	Inp			
	EC	CM			
	HeN	App			
Part 3	GeP	CM			
	Ge	CM			
	GeP	CM			

suggesting that it is a fairly regular occurrence. The observed amount of illustrators was fairly limited by the time spent by English teacher talk as it is clearly visible in the first part of the chart 2. Moreover the limited usage of English is also reflected in my guesstimate percentage values. The low averages might have been caused by several contextual factors which occurred during the observations. For example, during the first lesson two classes were merged and the

teacher had to improvise. I judged this as a non-standard situation and then asked the teacher whether it really was so, but she said that at any given time there are almost always some classes merged making it a more or less regular situation.

Chart 4 Number of Observed Occurrences

	Part 1	Part 2	Part 3
Count	12	10	9

Chart 3, even though it has but a few observed illustrator usages, shows a certain trend that remains the same for four out of five teachers. This stable trend is that the majority of gestures are used

Chart 5 Illustrators & Functions

	App	CM	Com	GC	Inp	Mis	Totals
EC	0	2	0	0	0	0	2
FE	0	0	1	0	0	0	1
Ge	0	5	0	0	5	0	10
GeP	0	9	0	0	1	0	10
HeN	7	0	1	0	0	0	8
Po	0	0	0	0	0	0	0
Pro	0	0	0	0	0	0	0
Totals	7	16	2	0	6	0	

only for classroom management. Another interesting observation is that when we compare chart 3 with chart 5 we can see that head nods are used almost exclusively for approval. As for the

distribution of illustrators throughout the lesson, it is a fact that the first part is the one where teachers use illustrators the most (chart 4). From the chart 5 it is clear that teacher one used

most of his illustrators for the purpose of classroom management, as mentioned before trend is global for all the unqualified teachers that were observed. One more statistic stands out; it is the massive amount of pointing, which again is very common for all the other unqualified teachers.

7.2. Teacher 2:

Second teacher was using English during her classes much more (average forty

Chart 6 Average English Teacher Talk Durations & Cz. vs. En. Ratio

	Part 1	Part 2	Part 3	avg. Part	Avg. Hour
Time (sec)	01:40,0	00:42,0	00:32,3	00:58,1	02:29,3
Cz (%)	40,00	53,33	66,67		53,33
En (%)	60,00	46,67	33,33		46,67

seconds more than the first one) resulting in an increased illustrator usage. The English vs. Czech ratio reflects the

rise in English usage as well.

Out of the three lessons this (chart 7) was the one with most English in it and yielded

Chart 7 Observation Sheet

Qualification	UNQ	Part No.	CZ	EN	Time
Date	16.1.	Part 1	60	40	0:01:40
Teacher No.	2	Part 2	70	30	0:00:42
Lesson No.	1	Part 3	60	40	0:00:30
Grade	4			Total	0:02:52
Part No.	Illustrator used	Illustrator function			
Part 1	Ge	CM			
	FE	CM			
	HeN	Com			
	EC	CM			
	HeN	App			
	GeP	CM			
	GeP	CM			
	Ge	GC			
	HeN	App			
Part 2	FE	Com			
	FE	App			
	Ge	CM			
	Ge	GC			
Part 3	HeN	App			
	HeN	App			
	Ge	Inp			
	HeN	App			

some interesting results as well it was the first occurrence of an eye contact as an illustrator, looking directly at a pupil saying "You! come here." if only for the sake of classroom management, this is pretty rare. A smile as a form of approval was not that common as well. Mostly the teachers expressed their approval with a simple head nod and an expressionless face occupied by staring into their teacher's book. As for the number of occurrences (chart 8) throughout the parts of the lessons we can see that the same trend as in previous lesson is maintained, majority of illustrators per part is again in the first part of

the lesson and then the numbers slowly decrease.

The third lesson with this teacher was very different, for the heterogeneity (variety) of the class she was teaching in was a lot higher than in the other two cases.

Chart 8 Number of Observed Occurrences

	Part 1	Part 2	Part 3
Count	23	15	12

The class had two mentally challenged and one autistic student in it together with average children. This resulted in a considerable shift in the teacher's teaching style, she

Chart 9 Illustrators & Functions

	App	CM	Com	GC	Inp	Mis	Totals
EC	0	3	0	0	0	0	3
FE	1	3	2	0	0	0	6
Ge	0	7	0	6	4	0	17
GeP	0	8	0	1	0	0	9
HeN	10	4	1	0	0	0	15
Po	0	0	0	0	0	0	0
Pro	0	0	0	0	0	0	0
Totals	11	25	3	7	4	0	

almost completely relied on Czech language except when the function of the illustrator was just classroom management, this resulted into a huge boost of classroom management related gestures as can be seen from the chart 9. Moreover, most of these classroom management related gestures were just the basic ones, like head nods and pointing.

7.3. Teacher 3:

Chart 10 Average English Teacher Talk Durations & Cz. vs. En. Ratio

	Part 1	Part 2	Part 3	avg. Part	Avg. Hour
Time (sec)	00:27,0	00:18,0	00:40,7	00:28,6	01:47,7
Cz (%)	63,33	63,33	56,67		61,11
En (%)	36,67	36,67	43,33		38,89

Out of all the unqualified teachers this time average per hour was the second longest. On the other hand, this time window, even though longer than average one, did not increase the use of illustrators much. Also as we can see in the chart 12 that teacher three put

Chart 11 Illustrators & Functions

	App	CM	Com	GC	Inp	Mis	Totals
EC	0	5	2	0	0	1	8
FE	0	2	0	1	0	0	3
Ge	0	7	0	1	6	2	16
GeP	0	7	0	0	0	0	7
HeN	5	1	1	0	0	0	7
Po	0	0	0	0	0	0	0
Pro	0	2	0	0	0	0	2
Totals	5	24	3	2	6	3	

but a little emphasis on the use of illustrators. What is not obvious from the chart though is the tendency to translate every word that is not understood immediately to Czech and thus preventing the use of illustrators as input modification and for the purposes of grammatical competence.

Also during the third lesson there were two listening activities which limited the use of illustrators to what I thought is the minimum. Overall this teacher throughout all her three lessons was as average as the other unqualified teachers. The chart 13 below shows again the same trend as the two before, most illustrators are used in the first fifteen minute part of a lesson and then their amounts fall off, in some cases they decrease steadily with time (e.g. Teacher 1 or 2) but here they just fall off immediately after the introductory part of the lesson.

Chart 12 Observation Sheet

Qualification	UNQ	Part No.	CZ	EN	Time
Date	9.1.	Part 1	60	40	0:00:42
Teacher No.	4	Part 2	90	10	0:00:27
Lesson No.	2	Part 3	60	40	0:00:34
Grade	4			Total	0:01:43
Part No.	Illustrator used		Illustrator function		
Part 1	Pro		CM		
	EC		CM		
	GeP		CM		
	EC		CM		
	Ge		Mis		
	Ge		Inp		
Part 2	HeN		App		
Part 3	HeN		App		
	FE		GC		
	EC		Com		
	Ge		Inp		

Another very typical trend in the chart of occurrences (chart 11) is clearly visible. The majority of illustrators used have only one function and that is classroom management.

If we look at the trend from the other side we can see that even though the function has a lot of occurrences the majority of illustrators that express it are gestures (15). A number to notice is the five uses of eye contact for the purpose of classroom management. As described in theoretical part eye contact for increased time duration in

combination with verbal message (usually calling out student's name or whispering

Chart 13 Number of Observed Occurrences

	Part 1	Part 2	Part 3
Count	20	11	12

"Silence!") works perfectly fine in classroom environment.

7.4. Teacher 4:

Chart 14 Average English Teacher Talk Durations & Cz. vs. En. Ratio

	Part 1	Part 2	Part 3	avg. Part	Avg. Hour
Time (sec)	00:43,0	00:32,0	00:29,3	00:34,8	01:39,3
Cz (%)	70,00	63,33	70,00		67,78
En (%)	30,00	36,67	30,00		32,22

Teacher four was the last of unqualified teachers observed. She has the lowest average of English teacher talk and the

second worst English vs. Czech ratio time overall. The ratio and even the time value is largely

Chart 15 Number of Observed Occurrences

	Part 1	Part 2	Part 3
Count	15	10	16

caused by an unexpected event during the first part of her second lesson.

An issue with class morale and bullying had to be resolved resulting into near zero English usage during the first part. I did not even include it in the percentage guesstimate, on

Chart 16 Observation Sheet

Qualification	UNQ	Part No.	CZ	EN	Time
Date	9.1.	Part 1	100	0	0:00:00
Teacher No.	5	Part 2	50	50	0:00:37
Lesson No.	2	Part 3	50	50	0:00:42
Grade	3			Total	0:01:19

Part No.	Illustrator used	Illustrator function
Part 1	GeP	GC
	Ge	Inp
	Ge	GC
Part 2	FE	CM
	Ge	Inp
	Ge	GC
	HeN	Com
Part 3	HeN	App
	EC	CM
	GeP	CM
	Ge	CM
	GeP	CM
	GeP	CM
	HeN	App

the other hand the other two parts of the lesson were evenly divided between the teacher and pupils creating plenty of space to use illustrators. This space, however, in the end remained empty because the same way as teacher 3, teacher 4 preferred to directly translate any words that were not understood immediately. The irregularity in the chart 15 (there are more observed illustrators in part 3 than in part 1) is caused by the absence of observation in the first part of lesson two resulting into seemingly more

illustrators in part three than in part one. I think that if the first part of lesson two would go as regular as any other the same trend of maximum illustrators in the first part of the lesson would be visible.

Chart 17 Illustrators & Functions

	App	CM	Com	GC	Inp	Mis	Totals
EC	0	2	0	0	0	0	2
FE	2	2	1	0	0	0	5
Ge	0	5	0	4	3	2	14
GeP	0	9	0	3	2	0	14
HeN	4	0	1	0	0	0	5
Po	0	0	0	0	0	0	0
Pro	0	1	0	0	0	0	1
Totals	6	19	2	7	5	2	

Teacher four did not manage to avoid the massive use of gestures for the purposes of classroom management as is clear in chart 17.

Nineteen times various types of illustrators were used just for the purpose of classroom management, this number alone would not be that significant but

when compared with the other numbers in the row with totals it can be said that classroom management takes up almost half of all the illustrators used.

From the illustrator side of the observation we can see that, again, majority of all illustrators were gestures and whether they were divided or not into the two additional subcategories would have no effect on the end results as far as the usage of gestures is concerned. A rare occurrence is the use of proximity as a classroom management tool. It was used the exact same way that I described in the theoretical part of the work (breaching pupil's personal zone and whispering his name as in "Be quiet.").

7.5. Teacher 5:

Chart 18 Average English Teacher Talk Durations & Cz. vs. En. Ratio

	Part 1	Part 2	Part 3	avg. Part	Avg. Hour
Time (sec)	01:30,0	00:51,0	01:24,0	01:15,0	03:40,0
Cz (%)	36,67	43,33	43,33		41,11
En (%)	63,33	56,67	56,67		58,89

Teacher five is the only qualified teacher that I was able to observe in the research. Even though it was just one out of five her averages are on a whole new level. Her average hourly

Chart 19 Observation Sheet

Qualification	Q	Part No.	CZ	EN	Time
Date	21.1.	Part 1	20	80	0:01:02
Teacher No.	3	Part 2	60	40	0:01:38
Lesson No.	2	Part 3	40	60	0:01:12
Grade	2			Total	0:03:52
Part No.	Illustrator used	Illustrator function			
Part 1	HeN	App			
	GeP	Inp			
	Ge	Inp			
	Ge	Inp			
	Ge	Inp			
	GeP	CM			
	Ge	Mis			
	Ge	Inp			
	HeN	App			
Part 2	Ge	Inp			
	HeN	App			
	GeP	CM			
	GeP	CM			
	HeN	Com			
	HeN	App			
Part 3	GeP	CM			
	FE	Inp			

English teacher talk time (chart 18) is one minute and eleven seconds longer than the longest time of one (teacher two) of the unqualified teachers. Teacher five is the only teacher with positive English vs. Czech ratio. Both these factors influenced her end results. She has the most observed illustrators up to the point where I was not entirely able to log them all.

Most of this is caused by the fact that she was the only teacher with an entirely different teaching style. Most of what happened in the class was done with the help of various games where the movement of

either the teacher or students was required. On the other hand, the trend of decreasing activity towards the end of the lesson was more than clearly visible (chart 19 & 20). In this particular case during lesson two the majority of illustrators used during the first part can be explained by the use of a game called Simon Says during which the teacher verbally describes an activity (clapping hands) then mimes it with the help of gestures and then the children mirror the behaviour.

Chart 20 Number of Observed Occurrences

	Part 1	Part 2	Part 3
Count	23	20	14

Teacher five also has the most illustrators used overall, which is not surprising, but the fact that she has only three illustrators less used in part two than in part one is rather interesting. It had

Chart 21 Illustrators & Functions

	App	CM	Com	GC	Inp	Mis	Totals
EC	0	1	1	0	0	0	2
FE	0	0	1	0	0	1	2
Ge	2	4	0	0	15	1	22
GeP	0	7	0	0	2	0	9
HeN	10	0	1	0	0	0	11
Po	0	1	0	0	2	0	3
Pro	0	1	0	0	0	0	1
Totals	12	14	3	0	19	2	

huge impact on the amount and variety of illustrators and functions observed.

Only case where the number of classroom management did not exceed the number of any other function is this. Teacher five was the sole teacher with total of nineteen input modifications used and just fourteen classroom management as for the illustrators that are associated with those functions most of input modifications were tied to general gestures (drawing with hands). An interesting point to make is that this teacher was the only one to use posture at all, making this teacher the only one who successfully used all of the observed types of illustrators.

8. Conclusion of practical part

Chart 22 Average English Teacher Talk, Q vs. UnQ

	Part 1	Part 2	Part 3	Avg. Hour
Q	01:30,0	00:51,0	01:24,0	03:40,0
UnQ	00:59,4	00:36,0	00:42,5	02:15,3

Even though highly inaccurate, I feel obliged to publish the final time averages still divided into the groups according to the qualification of the teachers, as this is closely related to the overall goal of

Chart 23 Average English Teacher Talk

	Part 1	Part 2	Part 3	Avg. Hour
Time (sec)	00:59,4	00:36,0	00:42,5	02:15,3

the work, and the numbers in chart 22 make the difference even more

significant. I do realise that one qualified teacher is not enough a sample to be either relevant or valid but the gap between the two categories seemed to be just too big not to mention it.

Chart 23 presents overall average values of both qualified and unqualified teachers together. The average time teachers spent speaking in English throughout the fifteen observed hours was slightly above two minutes. In this space I had been logging all illustrators used and the objectives they were used for.

Chart 24 Illustrators & Functions Totals

	App	CM	Com	GC	Inp	Mis	Totals
Eye Contact	0	13	3	0	0	1	17
Facial Expressions	3	7	5	1	0	1	17
Gestures	2	28	0	11	33	5	79
Gestures - Pointing	0	40	0	4	5	0	49
Gestures - Head Nod	36	5	5	0	0	0	46
Posture	0	1	0	0	2	0	3
Proximity	0	4	0	0	0	0	4
Totals	41	98	13	16	40	7	

In chart 24 we can see all the illustrators and the functions they were observed with.

For better orientation a graph is provided in the attachments (graph 1), on the graph we can easily spot that the major function of illustrators was classroom

management.

Chart 25 with simplified final results is below, for each type of illustrator observed I have presented its three most used functions (counted from the chart 24). Place that are left blank signify that the type of illustrator associated with them had only one or two observed functions.

Chart 25 Simplified Final Results

	Primary function	Secondary function	Tertiary function
Eye Contact	Classroom Management	Comprehension Checks	Mistakes & Errors Treatment
Facial Expressions	Classroom Management	Comprehension Checks	Approval
Gestures	Input Modification	Classroom Management	Grammatical Competence
Gestures - Pointing	Classroom Management	Input Modification	Grammatical Competence
Gestures - Head Nod	Approval	Classroom Management	
		Comprehension Checks	
Posture	Input Modification	Classroom Management	
Proximity	Classroom Management		

9. Conclusion of the thesis

Final results of the work are presented in two forms, one is a graph included in attachments and the other is chart 26 (an explanation of shortcuts can be found in chart 1). The first column of the chart represents a certain type of illustrator; the second column represents the function associated with the illustrator.

Chart 26 Percentage of Usage of Illustrators and Their Functions

EC	App	0,00%	GeP	GC	8,61%
EC	CM	76,47%	GeP	Inp	10,20%
EC	Com	17,65%	GeP	Mis	0,00%
EC	GC	0,00%	HeN	App	78,26%
EC	Inp	0,00%	HeN	CM	10,87%
EC	Mis	5,88%	HeN	Com	10,87%
FE	App	17,65%	HeN	GC	0,00%
FE	CM	41,18%	HeN	Inp	0,00%
FE	Com	29,41%	HeN	Mis	0,00%
FE	GC	5,88%	Po	App	0,00%
FE	Inp	0,00%	Po	CM	33,33%
FE	Mis	5,88%	Po	Com	0,00%
Ge	App	2,53%	Po	GC	0,00%
Ge	CM	35,44%	Po	Inp	66,67%
Ge	Com	0,00%	Po	Mis	0,00%
Ge	GC	13,92%	Pro	App	0,00%
Ge	Inp	41,77%	Pro	CM	100,00%
Ge	Mis	6,33%	Pro	Com	0,00%
GeP	App	0,00%	Pro	GC	0,00%
GeP	CM	81,63%	Pro	Inp	0,00%
GeP	Com	0,00%	Pro	Mis	0,00%

The third column then shows us the percentage value counted from the sum of all the observed occurrences of the certain type of illustrator with its designated function. For example, pointing if used as an illustrator has been observed to serve for the purpose of classroom management in 81,63% cases out of all the observed functions. These values include all fifteen observed hours and are not depending on parts of lessons, meaning that the values are counted from the raw sum of what happened throughout the whole lessons instead of average values or averages per lesson part.

The overall results of the category of gestures, undivided into the subcategories of pointing and head nods are shown in chart 27. From these it is clear that gestures are used for all the types of functions but the majority of the gestures is still used for the purposes of classroom management (41,95%), the trend is the same in all other categories, the most common function of any illustrator is then classroom management.

Chart 27 Results for Gestures, No Subcategories

	App	CM	Com	GC	Inp	Mis
Gestures	21,84%	41,95%	2,87%	8,62%	21,84%	2,87%

As for observed types of illustrators haptics and appearance were the only two that were never observed, the lack of tactile contact can be easily explained, teachers used it quite a lot but it was not a part of English teacher talk making it

irrelevant. Appearance seemed like a type of illustrator that could be used with ease during English teacher talk (at least for any lesson involving clothing) by every teacher. The lack of the use of appearance then can be explained by unlucky timing of my observations. During the time I was observing no lesson involving clothing vocabulary was planned.

End results as they are were not anticipated, from the beginning of the work I strongly believed that there would be, if not all, at least one type of illustrators that would have a different purpose than plain classroom management. The results themselves suggest a huge space for improvement in the early stages of English language classroom.

To conclude the thesis and possibly suggest a way to improve I would recommend a change in teaching style, communication channels used and the way teachers deal with students at early levels of second language education. In general, it would be wise to use English much more during the lessons and if presented with a challenge in the form of pupil's misunderstanding refrain from immediate translation, rather try and find another way (possibly with the help of nonverbal communication) to transfer the information without crossing the boundary between second and first language.

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11. Attachments:

11.1. Bachman's Simplified Model of Communicative Competence:

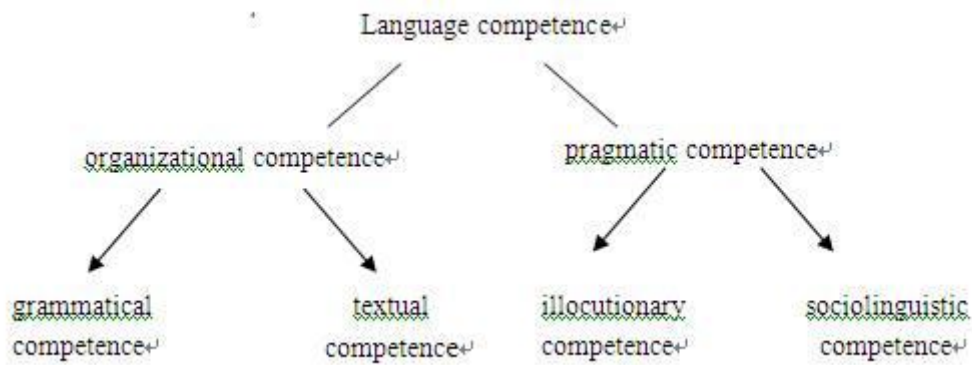


Image 2 Bachman's Simplified Model of Communicative Competence, H. Lingli ²³

11.2. Example Observation Sheet

Illustrators usage

Class: _____ Date: _____ Time: 45min

Level: _____

Phase	CZ	EN
1.		
2.		
3.		

Type of illustrator used	Objective	Notes

Image 3 Example Observation Sheet

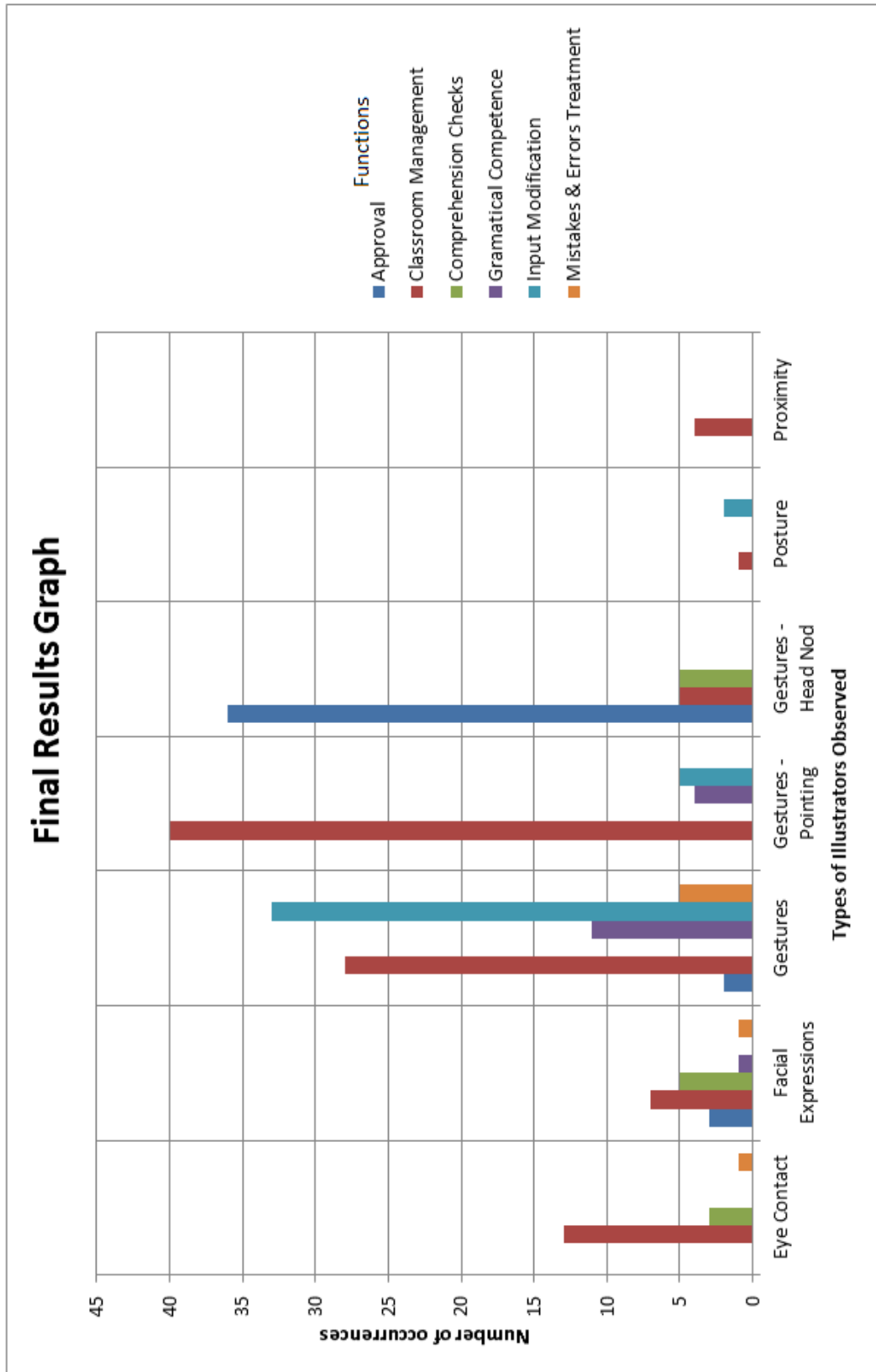
11.3. Filled Observation Sheet

Fi.2 UHQ -
 Illustrators usage
 Class: 4 Date: 17.7.
 Level: A1
 Time: 45min
 Phase CZ EN
 1. 50 70 1 min.
 2. 50 50 32 sec.
 3. 70 37 28 sec.

Type of illustrator used	Objective	Notes
HAND GESTURES EYE GAZE (POINTING) POINTING HAND GESTURES + FACIAL EXP. POINTING	G.C. + C.H. (SIT DOWN) (IMP. MOD) C.M. C.M. G.C. (EMPHASIZING SUFFIX) C.H.	} INCLUDING HW ACTIVITY
FACIAL EXP. HEAD MOD POINTING FACIAL EXP. HEAD MOD HAND GESTURES EYE CONTACT	COMPARISON APP. C.M. (YOU) C.M. APP. C.H. G.C. (OPEN YOUR BOOK) C.H.	
GESTURES + EYE CONTACT GESTURES HEAD MOD. HAND MOD. FACIAL EXP. + HAND GESTURES	C.H. + G.C. + IMP. MOD C.M. (SILENCE) IMP. MOD (TWO OR THREE) C.H. APP. C.M. (EXISTENCE?)	} WRITING ACTIVITY

Image 4 Filled Observation Sheet

11.4. Graph of Final Results



Graph 1 Final Results