

TITLE:

Classroom Communication and Communicative Language Teaching: Using Audio Recordings of Teachers' Own Lessons in English Language Teacher Education

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Pedagogy

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ABSTRACT:

The dissertation thesis deals with the development of language teaching and classroom communication competence of English teachers for adults in the first term of their teaching practice at AKCENT College. The thesis aims to explore which aspects of language teaching competence derived from the findings of SLA research student teachers manage to develop within the scope of their teaching practice and how the learning processes can be stimulated with feedback generated through the student teacher's semi-structured reflection on audio recordings of their own lessons. The research was designed as a multi-case study of four student teachers and data collection techniques included participant observation, questionnaires, qualitative experiment and audio recordings of the student teachers' lessons taught to a group of adult English learners. The transcripts of the audio recordings were analysed following the principles of conversation analysis and discourse analysis; text analysis was used for other data. The findings of the study confirm conclusions of other researchers that the development of different aspects of language teaching competence varies and student teachers find instructions and interaction with learners the most difficult to master. Audio recordings proved useful in improving the linguistic aspect of their classroom verbal communication in English. The results of the study can be used in methodology seminars in language teacher education programmes, they could also be useful in preparation for teaching practice and for further autonomous professional development of language teachers.

KEYWORDS:

adult learner, second language acquisition, classroom communication, English language teacher education, reflective practice, audio recording