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The role of the teacher in teaching English to young learners

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Prohlašuji, že jsem bakalářskou práci na téma Role učitele anglického jazyka při výuce žáků mladšího školního věku vypracovala samostatně a použila jen prameny uvedené v seznamu literatury.

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Abstract

This bachelor's thesis deals with young learners their teachers. Mainly, it analyzes the role of the teacher in teaching English to young learners from the young learners' point of view. The teachers of young learners are required to choose the content of the lesson in accordance with the needs of young learners to facilitate learning. In the first three chapters, the author provides a theoretical background to the studied phenomena. The practical part of this bachelor's thesis gives the account of a case study. Moreover, the practical part provides a constructive analysis of the teacher's role in teaching English to young learners.

Key words

young learners, developmental psychology, teacher, teacher's role, rapport

Abstrakt

Tato bakalářská se zabývá žáky mladšího školního věku a jejich učiteli. Zabývá se zejména rolemi učitele anglického jazyka při vzdělávání žáků mladšího školního věku z pohledu žáků mladšího školního věku. Od učitelé žáků mladšího školního věku je vyžadováno, aby volili náplň hodiny v souladu s potřebami žáků mladšího školního věku, tak aby jim usnadnili učení. V prvních třech kapitolách autor poskytuje teoretická východiska ke studovanému jevu. Praktická část této bakalářské práce pojednává o případové studii. Praktická část navíc poskytuje konstruktivní analýzu role učitele algického jazyka při vzdělávání žáků mladšího školního věku.

Klíčová slova

mladší školní věk, vývojová psychologie, učitel, role učitele, souznění

Contents

1. Introduction

In today's modern world, knowledge of the English language is essential for our everyday life. Therefore, the age from which children learn English has lowered significantly in the past twenty years. Czech children are obligated to take foreign language classes from the third grade. It is no surprise that English is the most chosen foreign language among the other foreign languages.

I started taking English classes from the fourth grade. In the beginning, I was not fond of the language. The reason why I was not enthusiastic about having to learn the English language back in the fourth grade has been a teacher who was teaching it in a way that made me have strong bad feelings towards it. However, a year later, the teacher of the English classes I was taking had been replaced by a different teacher. This new teacher completely changed my perspective on English and made me fall in love with the language. The love and a passion for this specific language is still present to this day,

When I was deciding on which topic I should choose for my bachelor's thesis, I had recalled my experience with the English language when I was a young learner, and I have decided that I wanted to find out in-depth how vital role does the teacher have in a teaching English to young learners. Having said that, I believe it is essential to report on this phenomenon because even though teachers who teach English to young learners have extensive training on how to teach this age group with the most efficiency, I expect that the level of education differs from one school to another based mainly on the teacher.

Firstly, the theoretical part of this thesis presents the definition of young learners, and since developmental psychology plays a crucial role in understanding what teaching methods are the most suitable for this age group to use, this issue is covered as well.

Secondly, the theoretical part of this thesis deals with the roles of the teacher in the classroom.

The practical part of this bachelor's thesis is closely connected with the theoretical part. Therefore it aims to analyze the role of the teacher in teaching English to young learners from the pupils' point of view. Thus, the research is based on a survey research method.

Finally, this bachelor's thesis reports on the survey's findings, followed by a relevant conclusion.

A. Theoretical part

2. Young learners of English language

To understand the role of the teacher in teaching English to young learners, it is essential to define to whom we refer to when speaking of young learners. Therefore, this chapter focuses on the characterization and learning potential based on the developmental psychology of young learners.

2.1. Young learners

It is not easy to define the exact age of young learners precisely, and many authors dealing with this issue failed to conclude a single, commonly acceptable conclusion. However, according to Sarah Phillips (Phillips, 1993, p.3) , the age of young learners are children from five or six years old to eleven or twelve years old. On the other hand, Annamaria Pinter (Pinter, 2006, p.2) argues that the age range of young learners differs depending on the particular country. In some countries, children start compulsory education at the age of five and continue on their primary schooling until the age of fourteen. In the Czech Republic, the children are obligated to start their compulsory schooling at the age of six, unless it is ruled that they are not either psychologically or physically developed to attend primary school (Zormanová, 2019).

Nevertheless, since Czech children must start taking foreign language classes from the third grade, the definition of the young learners will be modified accordingly. The target ages for this bachelor's thesis are children attending the third, fourth, and fifth grades.

It is also worth mentioning that Phillips (Phillips, 1993, p.3) adds that age should not be the critical factor when defining young learners. She indicates that other factors are affecting the development of children as well. These factors are influenced by sex, culture, or even their parents and peers. Furthermore, every child is unique, and thus the psychological a psychical development is diverse. Some may be mentally advanced before the development's expected age, and some may not meet the criteria given by the development standards.

Teachers should be familiar with developing differences and take that into account.

2.2. Characterization of young learners

As mentioned above, every child is unique. Therefore significant development differences may occur even between children in the same age range. As Pinter (Pinter, 2006, p.2) points out, children's ability to learn new skills is dependent only on the particular children. In other words, they tend to acquire new competence at their own speed.

According to Harmer (Harmer, 2015, p. 82), in general, these young children demonstrate an enthusiastic approach and curiosity to the world around them. This hypothesis is supported by Brumfit, (Brumfit, 1990, p. 4) who agrees that they are indeed eager to learn. The idea why this phenomenon is found only in young children comes from the fact that their psychological development is yet to be suppressed. This blockage comes later in their lives, usually in their teenage years.

Young learners are capable of answering despite not being able to identify the meaning of individual words (Harmer, J., 2015, p. 82). Halliwell (Halliwell, 1992, p. 4 – 5) also mentions that children are intelligent enough to understand the general meaning of said words. Halliwell explains that several vital factors help with the understanding of words and phrases unknown to them. These key factors are gestures, intonation, and, most importantly, facial expression. The art of being capable of understanding unknown words and phrases is called message-interpreting skill. This skill is profoundly advanced even in children of primary school age. Apart from this ability, they also possess tremendous skills to use their newly-acquired language in a very creative way. (Halliwell, 1992, p. 4 – 5.)

Harmer (Harmer, 2015, p.82) explains that more often than not, primary school-aged children tend to learn new language indirectly rather than directly. Harmer reasons *children take in information from all sides, learning from everything around them rather than only focusing on the precise 11 topics they are being taught. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with* (Harmer, 2015, p. 82).

Young learners find the theoretical part of language learning, such as grammar, difficult to understand due to its abstraction. (Harmer, J., 2015, p. 82). Halliwell (Halliwell, 1992, p.6) acknowledges this hypothesis and broadens it further. Halliwell believes that direct learning is relatively underdeveloped, and thus the children's capacity for conscious learning is not on the same level as indirect learning. Nonetheless, the ability to acquire new language skills through indirect learning is phenomenal (Halliwel, S., 1992, p. 6).

When talking about the attention span of young learners, experts acknowledge that it is relatively limited. It is no better when it comes to concentration span. According to Harmer (Harmer, 2015, p. 82), children's limited attention span significantly impacts their eagerness to learn a new language an if the class activities are not highly engaging, young children get bored quickly and lose their interest in the class activities in no more than ten minutes.

As a result of young children's love for playing games, Scott and Ytreberg (Scott and Ytreberg, 1990, p. 3) agree that "young children love to play, and learn best when they are enjoying themselves." This instinct for play that transforms into fun should be taken into consideration by teachers of primary school children. For that reason, the use of games when teaching English to young learners will be covered in a separate chapter.

Furthermore, Scott and Ytreberg (Scott and Ytreberg, 1990, p. 3) say that children between the ages of eight to ten can identify the difference between facts and fiction. Nonetheless, Halliwell (1992, p. 7) does not share the same opinion and says that young learners still delight in imagination and fantasy.

Moreover, Halliwell (Halliwell, 1992, p. 7) reminds us that young learner's perception of reality is still heavily influenced by imagination. We also have to realize that the perception of the real world differs depending on age. The image of an adult's real world is different from the image of young children.

Finally, young children are known for their love for talking, especially talking about themselves. Therefore, Harmer adds that they are keen on learning new skills if they are taught to allow them to use themselves as the main topic in the classroom. (Harmer, 2015, p. 82.)

2.3. Development of young learners

The teachers of the young learner must be mindful of the basics of children's psychological and physical needs to their job correctly. Therefore, it is essential that teachers provide the necessary care to meet the needs of every child. Without the needed care, children will not thrive and thus focus on learning.

The development of young learners is divided into subchapters and will focus only on a brief overview of cognitive development.

2.3.1. Developmental stages according to Jean Piaget

As before, the experts do not agree on what developmental stages children go through. Nevertheless, one of the most influential developmental psychologists is, without question, Jean Piaget. His theory is undoubtedly the most influential for understanding the phases children go through, and therefore it is a guide for teachers on how to teach more efficiently. Various experts challenged his ideas, and throughout the years, some of his ideas were proven invalid. Piaget observed that children at specific age respond to given situations similarly. Therefore he developed a framework of stages all children go through.

According to Piaget, the developmental stages in children are as following :

- Sensori – motor stage - from the birth up to the age of two,
- Pre – operational stage - from the age of 2 up to the age of 7
- Concrete – operational stage - from the age of 7 up to the age of 11
- Formal-operational stage - from 11 to the adulthood

(Slavin, R., 2018, p. 34)

For the purpose of this thesis only the concrete operational stage is discussed, as it covers the age group the thesis focuses on.

The concrete operational stage occurs in children from the age of seven up to the age of eleven. At this stage, children are capable of understanding the concept of conservation. From Piaget's (Piaget, 1984, p. 179) point of view, conservation "means that children realise that quantities remain the same, even if they are placed in containers of different shapes and sizes". They are also able to start thinking logically. In addition, they begin to generalize information gathered from the environment (Numan, 2011, p. 4.). Pinter (Pinter, 2006, p.4) describes concrete operational stage as a "turning point in cognitive development" because children's logical thinking begins to resemble thinking of adults. At the same time, children begin to form logical reasonings. However, they do not possess the ability to fully generalize, as the result of being restricted by immediate context (Pinter, 2006, p.4)

Apart from being the author of this famous framework of developmental stages, Piaget also began to referring to active learning as constructivism. He proposed, that children try to make sense of what they are seeing for themselves, and thus obtaining knowledge by interacting with environment. Constructivism can be divided into two processes, assimilation and accommodation.

Pinter (Pinter, 2006, p.4) explains assimilation of the following example. "A young child, might know that baby birds such as chicks are hatched from eggs. When this child comes across other animals during a visit to a farm, they assume that pigs are hatched from eggs, too". The child comprehends this information to fit their own perception of the world. In other words, they expect all animals to hatch from eggs.

At later stage of their life, they find out either from their parents, teachers or peers, that pigs are not, in fact, hatched from eggs. At this point the child has two options, they either adapt their thinking according to the new given information, or they change their way of thinking to

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take in this new proposed idea. This process is known as accommodation. (Pinter, A., 2006, p.5)

In other words, both assimilation and accommodation represents a process of learning. If a child does not process the newly acquired knowledge using adaptation, learning would be, de facto, ineffective.

It is also worth mentioning, that Piaget faced criticism for his development framework. Some argue, that even though children develop formal thinking to some extent, it is usually a result of their schooling and not their cognitive development. Another area Piaget was criticized for is that his principle is that learning should strictly follows the given framework. To put it another way, children should not do tasks belonging to another stage, until they reach it. (Pinter, 2006, p.6)

To summarize this subchapter, we can say that according to Piaget, children are thinkers and learners, who obtain their knowledge from the interaction with the environment. However, they are forbidden to interact with an environment belonging to the development stage, they have not reached yet. Young learners also learn from their individual exploration and actions, and thus constructs their knowledge of the world. They also understand the difference between reality and fiction, even though fantasy still has a huge impact on their thinking.

2.3.2. Development of young learners according to Lev Vygotsky

Piaget is not the only developmental psychologist. Piaget puts stress on cognitive developmental stages. However, as pointed out in the previous subchapter, his theory is not perfect and is often criticized. Other experts, namely Lev Vygotsky, pointed out that although cognitive development is essential in teaching, he introduced a different approach to this issue.

Piaget accentuated the basis of biological development and defined the universal developmental stages all children go through. However, Vygotsky introduces a theory of social constructivism. Vygotsky discovered that social interaction plays a vital role in children's development. Therefore, social interactions *"are major sources of learning and development"* (Pinter, 2006, p.20).

Vygotsky shared some of the fundamental believes with Piaget and acknowledged that children learn the best when they construct knowledge for themselves. However, Vygotsky revealed that the social environment, particularly the influence and interaction between peers, parents, and teachers, plays a crucial role in the overall development of young learners. Vygotsky analyzed children's learning potential and explored "what individual children were

capable of achieving with the help and support of a more knowledgeable partner" (Pinter, 2006, p.21).

Vygotsky's exploration resulted in a concept commonly known as the Zone of Proximal Development. This idea portrays the distinction between the current child's knowledge and the potential information reachable with some assistance from a more experienced friend or an adult. Vygotsky contends that working within the Zone of a Proximal Development is a fruitful ground for learning since it begins with what children currently know and builds on it based on their immediate need for advancement. (Pinter, A., 2006, p.21)

2.4. General rules of teaching English to young learners

The teacher should bear in mind the basics of teaching English to young learners. Firstly, all activities selected by the teacher must be simple enough for the learners to understand. Secondly, teachers must choose tasks within the students' ability, and thus the task should be achievable by young learners, as well. (Phillips, 1993, p.17) With that being said, the given tasks must be sufficiently stimulating, otherwise, learners will be dissatisfied with their work.

Furthermore, Phillips (Phillips, 1993, p.17) believes that orally focused activities should take the better part of proportion of time in young English learners' class. "A good primary classroom mixes play and learning in an atmosphere of cheerful and supportive harmony" (Harmer, 2015, p.83). In addition, primary school-aged children benefit from puzzle-like activities the most. These activities include games, songs, and physical movement (Harmer, 2015, p.83).

Because this thesis focuses on English as a foreign language, it is vital to point out that the classroom language is essential, too. Ytreberg and Scott (Scott and Ytreberg, 1990, p. 17-18) stress out the importance of classroom language, and according to them, a classroom language is an excellent tool for helping pupils learn meaningful but straightforward English expressions. In general, children do not have a chance to learn English outside of school. Therefore the teacher should use it as often as possible. The language used by the teacher should be of an appropriate level; simple, but natural.

Moreover, most importantly, teachers have to consider that every child's speed of development is unique. Therefore, they are required to take every individual child's needs into account (Harmer, 2015, p. 82).

2.4.1. Games

The chapter dealing with the Characterization of young learners, the critical role of games in teaching English to young learners has been established. The purpose of this subchapter is to report on this issue in more detail.

Children are naturally playful, and thus games are a great source of pupils' motivation. Scott and Ytreberg (Scott and Ytreberg, 1990, p. 3) point out that "young children love to play, and learn best when they are enjoying themselves." Rixon (Rixon in Brumfit, 1990, p. 33) agrees that young learners learn better through play than with the use of any other technique. In addition, games spark children's curiosity and the need for fun. Rixon (Rixon in Brumfit, 1990, p. 33) also says that a large number of activities that use the elements of games exist and lists some examples, such as puzzle-solving, drawing, chanting, singing, word games, and many other game types. Furthermore, Rixon (Rixon in Brumfit, 1990, p.33) admits that many games are based on drills that still show fun elements. Moreover, according to Scott and Ytreberg (Scott and Ytreberg, 1990, p. 82), "playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a „good loser." Halliwell (Halliwell, 1992, p.6) adds that games are crucial in language learning because they set up a real task for the young learners.

It is worth mentioning that games are fun to play. However, the importance of games is much more crucial. Games, when done correctly, have a motivational factor needed for young learners to be interested in playing. Halliwell (Halliwell, 1992, p. 6) mentions that game activities are not only fun to play, but they encourage the young learners to construct a language for themselves As mentioned before, young learners are characterized by a huge desire to talk and explore new skills through interactive learning, and thus games are a great way of acquiring a new language skill in an exciting form of learning.

In conclusion, teachers who teach English to young learners should not forget activities based on games, because they are a great source of new language skills.

2.4.2. Songs and chants

The primary source of the language comes through young learners' ears. Therefore it is clear that young learners acquire listening comprehension is a skill first (Scott, W., and Ytreberg, L., 1990, p. 21).

As Phillips (Phillips, 1993, p. 118) points out, young learners respond positively to music and rhythm, and thus is easier for them to learn a chant or a song than learning from a written text. On top of that, songs are undoubtedly the most significant source of vocabulary. Therefore, music and rhythm should be essential when teaching English to young learners. In addition, young learners absorb some of the learning content unconsciously. Therefore music can be played even when children are working on a different task.

Ytreberg and Scott (Scott and Ytreberg, 1990, p. 27) empathize "listen and repeat" activities such as songs and rhymes to give young learners the chance to experience the sounds, the intonation, rhythm, and the word stress. In addition, Ytreberg and Scott (Scott and Ytreberg, 1990, p. 27) believe that these types of activities help to establish the link between words and their true meaning when "done in combination with movements or with objects or pictures."

3. The roles of the teacher

Teaching a foreign language to students of all languages is a difficult task. In general, the main aim of every teacher should be to facilitate learning. Teachers are like performers, who usually have to put on an act because they are judged from the way they dress to their attitude in the classroom. No student wants to have a teacher that is not presenting themselves professionally. The main point is that teachers should adopt an array of roles within the classroom threshold to facilitate learning to students.

Therefore, this chapter focuses on the roles of a teacher from two points of view. In the first part of this chapter, the roles of the teacher are described in regards to what teaching method they use, and in the second part, the teacher's role in the establishment of rapport is discussed.

3.1. Teacher roles in methods

The role of the teachers depends heavily on the used learning method. Some methods are teacher-based, and thus depend on the teacher as a primary source of knowledge, and some are student-centered. Therefore student's participation in classroom activities is necessary. A good teacher should be capable of switching their roles in the classroom accordingly to the activity or teaching method they use.

According to Richards and Rogers (Rogers and Richards, 2001, p. 28), the teacher roles in methods are related to the following four issues. Firstly, the teacher is expected to fulfill the type of function regarding the chosen method. Secondly, the degree of control the teacher has in the learning process. Thirdly, the teacher's responsibility to determine the content of what is taught. Furthermore, lastly, a good relationship between the teacher and student is expected (Rogers and Richards, 2001, p. 28). Harmer (Harmer, 2015, p. 108-110) agrees and further devises five key roles the teacher may have in the classroom. These roles are discussed in the following subchapters.

3.1.1. Controller

Teachers, who act as controllers, are in charge of the class and the activities. When teachers are in the role of the controller, they tell students what to do, organize drills, and in numerous other ways demonstrate the teacher-centered learning method. Harmer describes this type of role as *leading from the front* (Harmer, J., 2015, p. 108).

There are pros and cons to the teacher's role as a controller. Teachers, acting as a controller, are beneficial to students only when they give explanations, lecture students on a new topic or bring a class to order (Harmer, J., 2015, p. 108)

The most obvious disadvantage is that students do not have the opportunity to speak often when teachers in charge of the class. Another disadvantage is that the teacher-controller's list of activities may lack creativity and variety. Moreover, students cannot control what they are being taught, and thus their immediate need for knowledge is not fulfilled (Harmer, J., 2015, p. 109). Furthermore, Harmer (Harmer, 2015, p. 108) adds that, however, some teachers are very good at teaching class from the role of controller, not everyone can inspire their students to do their best.

A controller is the most common teacher role. However, it is not suitable for young learners, because they get bored quickly and need a large variety of activities.

3.1.2. Prompter

A teacher acting as a prompter is almost the exact opposite of a teacher acting as a controller. Sometimes, when students are involved in a game-like activity, they might lose the thread on what is happening. According to Harmer (Harmer, 2015, p. 109), the teacher should not take the initiative in the situation but rather guide the student to the correct path without being blatantly obvious in doing so. He also adds that it is essential not to take charge in the situations like this, but they should encourage the student to think creatively. When guiding the student on the right path, phrases like *"Well, ask him, why he says that,"* are handy (Harmer, 2015, p. 109)

3.1.3. Participant

Traditionally, when a teacher gives students a group activity, they do not participate in them but observe how their students are doing, and only later they take students' feedback. However, Harmer says that teacher, who acts as a participant, take part in those activities. In general, students enjoy it when the teachers participate as well. At the same time, the teacher's job is much more enjoyable when they can join their students (Harmer, J., 2015 p.109).

However, because teachers are more knowledgeable than their students, they can easily dominate the activity. Furthermore, according to Harmer (Harmer, 2015, p. 109), "it takes great skill and sensitivity" to bypass this problem because students perceive the teacher as an authority. Therefore they listen to the teacher's opinion with more interest than they do to their peers'.

3.1.4. Resource

During some activities, such as group writing, the teacher should not control the students or prompt them. Nevertheless, students might still need a helping hand from their teacher. According to Harmer (Harmer, 2015, p. 110), teacher acting as a resource is there to help their students when they require information, such as what a word or phrase means. The students might also ask for additional information regarding their tasks. However, as Harmer (Harmer, 2015, p. 110) points out, the teacher should give straight answers and guide their students to where they find the information for themselves. In other words, teachers acting as a resource should make themselves helpful and available to the students but simultaneously teach students that they can find some portion of the information without the teacher's help.

3.1.5. Tutor

Teacher acting as a tutor combines two roles, the role prompter and resource, into one role. According to Harmer (Harmer, 2015, p. 110), the teacher acts as a tutor when "students are working on longer projects, such as process writing or preparation for a talk or a debate." In other words, the teacher works with a small group of students to guide them through the task. It is essential that when the teacher acts as a tutor, to give attention to everyone. Otherwise, students, who did not get the guidance, might feel hurt. In addition, Harmer (Harmer, 2015, p.110) points out that every teacher should act as a tutor from time to time as it deepens the connection between the teacher and the student

3.2. Rapport

It is essential to establish an appropriate relationship between the teacher and students to use the teacher's different roles, described in the previous subchapters, to the fullest. If a teacher does not establish an acceptable relationship with their student, then the ability to facilitate is compromised even if they are the most knowledgeable and the best-prepared person in the school.

Harmer (Harmer, 2015, p. 113-115).points out four fundamental elements required to establish a successful teacher-student relationship

3.2.1. Recognizing learners

The first key element is the ability to recognize learners by their name and know about their strengths and weaknesses. At the beginning of a school year, it is hard for the teacher to remember the names of all their students, and therefore various methods to help teachers learn their students' names faster were devised. Harmer (Harmer, 2015, p. 114) points out a method

of writing a student's name on cards and then placing them in front of the student, commonly used by teachers.

Learners are pleased by the teacher, who knows their name, and thus they feel more connected and valued. Furthermore, learners appreciate it when teacher remember more than their names. Therefore, the teacher should put effort into remembering as many details as they can about every individual in their class for that reason that it helps to lay the foundation for a strong relationship between the two parties.

3.2.2. Listening to learners

Tiziana Filippini (Filippini in Edwards, 1998, p. 181) described the act of listening as "being fully attentive to the children." According to her, it is important for teachers to listen to their students to promote the intellectual life of the pupil.

To recognize learner's strength and weaknesses, is it essential that the teacher listens to the student's comments on how they are getting by, and thus recognize what activities and techniques should be used when teaching them. Harmer (Harmer, 2015, p. 114). points out that without taking student's reactions into account, it gets progressively harder to maintain rapport Furthermore, it is important for the teacher to make themselves available to the student not only in the classroom but also outside of it. In addition "nothing demotivates a student more than when teacher is dismissive or uninterested in what they have to say" (Harmer 2015, p. 114). Furthermore, Zhang (Zhang in Harmer, 2015, p. 115) mentions that listening is not the only source of understanding the student better, eye contact plays a crucial role, too.

3.2.3. Respecting learners

There are times when young learners need to be corrected. It is always a delicate event. Therefore it is essential that the teacher uses respectful professionalism and treat young learners with respect. It is not acceptable to use sarcasm or mock young learners when correcting their mistakes or behavior. "Teachers, who respect their students do their best to see them in a positive light" (Harmer, 2015, p. 115).

In addition, as pointed out in the chapter dealing with young learners and their characterization, every child is unique, and so are their needs. Therefore, the teacher needs to respect that the development speed differs from child to child and that every child has a different preference to being corrected. Thus, it is unprofessional to ridicule the child in front of their peers for something they are not in control of.

3.2.4. Learners' equality

The last key factor to establishing a good rapport is that the teacher should treat learners equally. It is no surprise that most teachers have better relationships with one or more students than with the rest of the class. According to Harmer, (Harmer, 2015, p. 115). *teachers react well to those who take part, are cheerful and cooperative* But, on the other hand, some teachers may feel different about learners who are not as forthcoming and shy. Furthermore, it is tough to establish a connection with this type of learner.

However, teachers should give their attention to everyone equally for the reason that even though some students are not as active in the class activities, they might develop negative feelings towards the teacher, and thus maintaining rapport turns out to be more difficult. Nonetheless, giving special attention to some learners proves to be problematic, as Harmer (Harmer, 2015, p. 115).points out, as well, for the reason that these learners get used to the special treatment and might not see the teacher as the authority any longer.

B. Practical part

4. Research

The practical part of this thesis is closely connected with the theoretical one, as it presents theoretical inputs for the small scale research. It is clear from the theoretical part that teaching English to young learns is a hard job since children between the ages of six to eleven require their needs to be fulfilled. Otherwise, they will not learn efficiently. Also, every child's needs are different, because as experts like Piaget proved, the development speed is diverse. Moreover, the chapter dealing with the characteristic of primary school-aged children proves that young learners require a different approach than teenage children do. Since their attention span is limited, it is necessary to choose activities that are not boring and are selected with respect to the developmental stages.

A successful English language acquisition is dependent on many factors. However, as this thesis focuses on the teacher's role in teaching English to young learners from the young learners' point of view, the main research questions were chosen as follows.

- What is young learners' attitude towards English language subjects?
- How do the young learners perceive their teacher?
- What do young learners think of the lesson content?

These questions shall be answered thanks to the research.

The research results may help English language teachers of young learners to raise awareness of the crucial role the teacher has in teaching young learners of English and to report on the mistakes teachers make when working with young learners which negatively influence the attitude of young learners towards the English language.

4.1. Research methodology

For the purposed of this thesis, it was decided that the most suitable method to use for this research is a survey as it allows to gather a large number of easily obtained data. To be more specific, an online survey is the source of data collected, as it allows the respondents to answer the question anonymously, and thus the data are more valid due to the fact that respondents tend to answer with more honesty if it is clearly stated in the survey, that the data collected are 100% anonymous.

However, a survey has its drawbacks, too. Firstly, if an online survey is intended for a specific age group only, it is not warranted that only people of that age group will fill in the questionnaire. Nevertheless, it is guaranteed that it did not happen in this case because contacted

headmasters of the selected primary schools were instructed to send out the questionnaire only to the age group this thesis focuses on. Secondly, since young learners are the ones who fill out the questionnaire, they might not understand, misinterpret or misread the questions. To minimize the problem with questionnaire clarity, it was sent out to several young learners first to find out if the questions asked are understandable. The feedback was given by these young learners that resulted in the correction of one of the questions asked. The questionnaire was published after this revision.

4.1.1. Questionnaire

The questionnaire consisted of thirteen questions, of which eight were close-ended, and five were multiple choice answers.

In Question 1, the young learners were asked about their gender. As it was a close-ended question, they could choose from two options; "A girl, or "A boy".

In question number 2, the young learners were asked to state what grade they attend. There were three answers to choose from; "The third grade, "The fourth grade", or "The fifth grade".

In question number 3, young learners were asked to express their subjective opinion on the English language subject. There were four possible answers; "Favorite subject", "One of the favorite subject", "Rather belongs to the less favorite subject", and "Do not like it at all".

Question number 4 asked the young learners to express whether they look forward to the English language lesson. The young learners were given two options; "Yes" or "No".

Question number 5 was "How would you describe your teacher?". Young learners were allowed to choose more than one answer to this question. There were eleven possible answers; "Is fair to all", "Is entertaining", "Is boring", "Is strict", "Is kind", "Is unfriendly", "Is funny", "Is friendly", "Helps me", "Broadens my English language knowledge" and "Listens to me".

Question number 6 was "What is your attitude towards your English teacher?". The young learners were given three answers to choose from; "I like him/her", I do not like him/her", and "I would rather not say".

The following five questions were chosen to report on the characterization of the English language lessons from the young learners' point of view.

Question number 7 was "What does the typical English language lesson look like?" and the young learners could multiple answers from the following options "We speak and debate",

"Teacher explains the grammar, and I take notes of what is being said", "Teacher gives us an assignment, and we work on it, in groups or by ourselves" and " We do a variety of interesting activities".

In the following question, number 8, "What else is typical for the English language lesson?" young learners were asked to characterize the typical English lesson further. The possible answers to this question were "I usually learn something new", " I usually do not learn anything", "A great variety of activities", "A low variety of activities", "Fun", and "Boredom". Young learners could choose more than one answer.

In question number 9, young learners were asked to answer the question "What activities does your teacher uses the most?" and they could choose from nine given answers or write their own option. The given choices are as follows. "Games", "Competition", "Physical activities", "Working in groups", "Song singing", "Drawing", "Working with a workbook" and "Grammar learning".

In the following question number 10, "What are your favorite activities", young learners were given the same options to choose from as in question 9. However, they were asked to express their opinion on this matter.

Question number 11 was focused on the classroom language, and it was formulated as "What language do you and your teacher use the most?". The young learners could choose from three options; "The English language", "The Czech language" and "Both the same".

In question number 12, young learners were asked to assess the lesson and task difficulty and how do they manage in the English language lessons. Three options were given to the young learners; "Yes", "No", and "I struggle from time to time".

The last question, question 13, was "Are you satisfied with your teacher?" and the young learners were supposed to choose from three answers; "Yes", "No", and "I do not know".

4.2. Data collection

As mentioned above, the method used in the research was a survey. For that purpose, a questionnaire was created and published on the 12th of May 2021[1] on the website

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[1] The questionnaire was published after the Czech Republic's ministry of health re-opened primary schools closed due to the global pandemic caused by the virus Covid-19. I have opted to publish the questionnaire after

www.survio.com, a free questionnaire tool that allows the user to create, publish and collect data. I have contacted headmasters of four primary schools and asked them to help me spread the questionnaire among their young learners. The four primary schools were selected randomly from the list of all primary schools located in the Czech Republic. The primary schools picked for this case study belong to Karviná, Jeseník, Náchod and Plzeň district. The names of the primary schools shall remain private as the permission to publish their names publicly was not given. Additionally, I asked them to send questionnaire only to pupils, who attend the third, fourth and fifth grade to ensure that the data collected were usable for the purpose of this research. It is worth noting that the primary schools I have picked do not belong to the same district for the purpose to make the research's findings more valid.

The questionnaire consists of thirteen obligatory questions, of which ten are close-ended, and three are semi close-ended. 142 young learners filled out the questionnaire from the randomly selected primary schools.

4.3. Data analysis

The purpose of this chapter is to analyze collected data. The data analysis is divided into twelve subchapters. The graphs serve the purpose of graphic representation of collected data.

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the schools re-opened because the online schooling might have negatively influenced the data. Therefore they would not be as valid as data collected after the young learners were taught in the school again.

4.3.1. Gender

As mentioned in the previous chapter, 142 young learners filled out the questionnaire

Interestingly, girls filled out the questionnaire more often than boys did. To put it into perspective, 79 girls completed the questionnaire whereas only 69 answers belonged to boys, and thus the percentage is 56% of girls and 44% of boys.
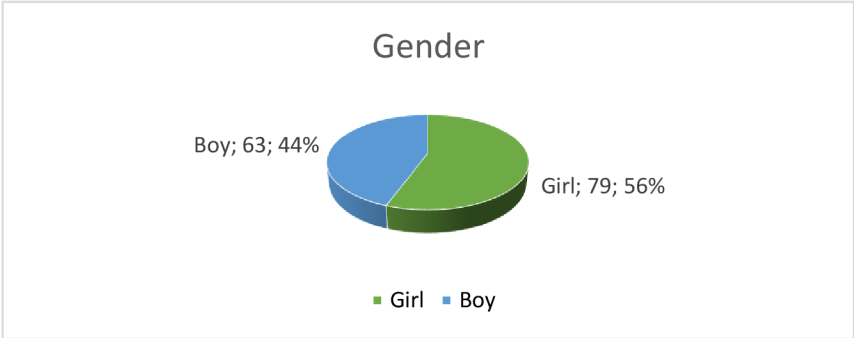

Graph 1 Gender

4.3.2. Grade

The next question on the questionnaire serves the purpose of double-checking that only young learners who attend the third, fourth and fifth grade of primary school filled out the questionnaire.

As mentioned above, 142 young learners filled out the questionnaire. 27% of respondents attend the third grade, 39% of respondents attend the fourth grade and the remaining 34% young learners attend the fifth grade.
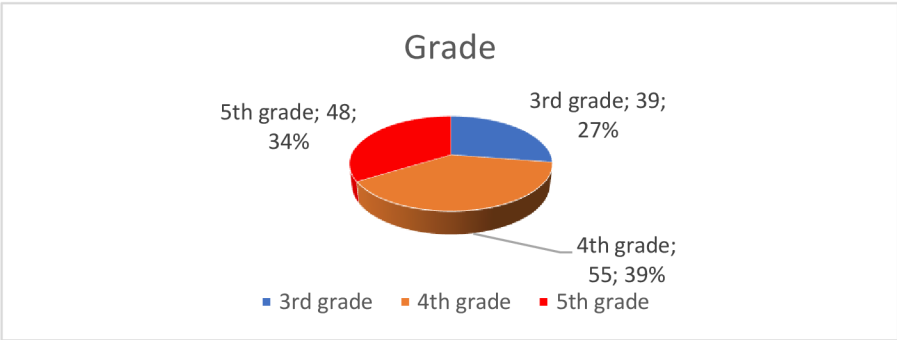
Graph 2 Grade

4.3.3. English language subject

The young learners were asked to express their opinion on the English language subject in the question number 3. They were permitted to choose only one answer. The purpose of this question was to find out how popular English language subject is amongst the young learners.
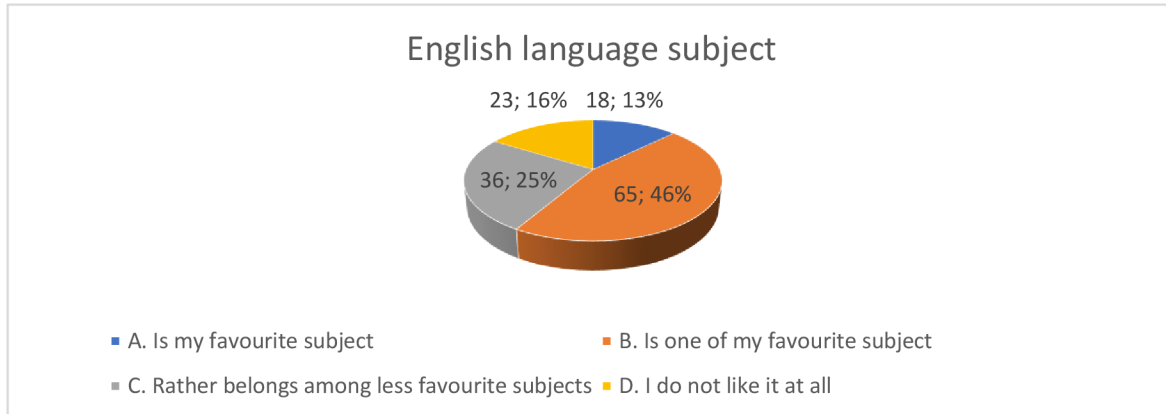

Graph 3 English language subject

When it comes to popularity of the English language subject, the results not as positive as expected. Out of 142 young learners, 59% choose that the English language subject is either their favorite subject or it belongs to one of their favorite subjects. However, 25% of respondents choose the answer "Rather belongs among less favorite subjects" and 16% stated that they do not like the English language subject at all.

4.3.4. Young learners' interest in English language lessons

In question number 4, young learners were asked to express whether they look forward to the English language lessons or not. The answers received support the finding of the question number 2, more or less.

56% of young learners look forward to English language lessons, and 44% do not. It seems that young learners, who do not like English language subject, are not looking forward to English language lessons either.
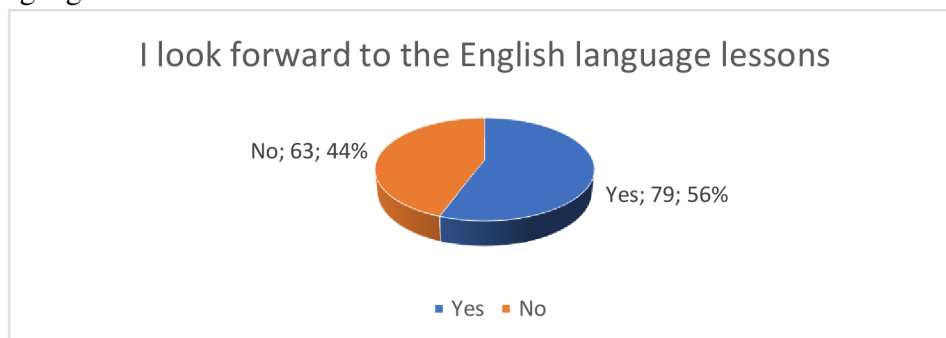

Graph 4 I look forward to English lesson

The following two questions were designed to find out how young learners perceive their teachers.

4.3.5. Characterization of the teacher

Teacher personality is a crucial factor that influences young learners' attitude towards the English language subject. Furthermore, a good quality rapport between the teacher and learners is essential. Therefore, this question was meant to find out what young learners think about their teachers. Learners were permitted to choose more than one answer.
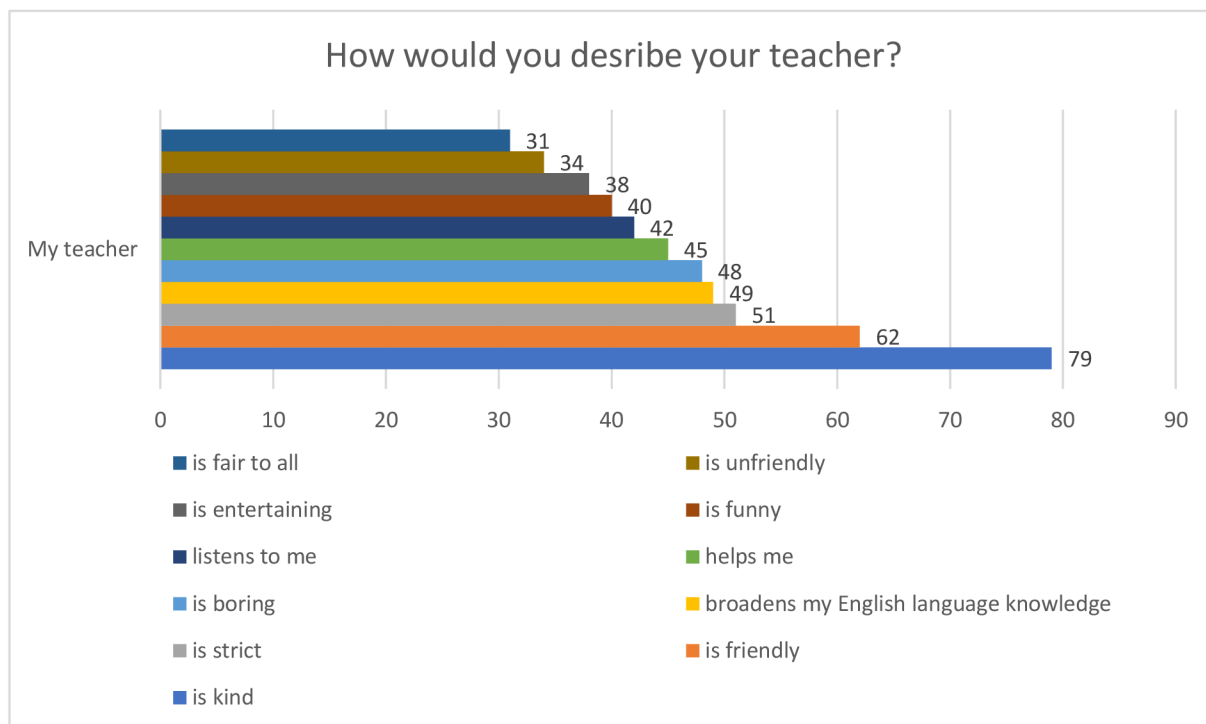
Graph 5 How would you describe your teacher?

Statistically speaking, on average, every child chose four answers to this question.

It is good to see that 9% of them think that their teacher is kind, and 7% of them would describe their teacher as friendly. On the other hand, it is surprising that 5% of young learners' opinion of their teachers is that they are "Unfriendly". It seems that those, who do not like the English language subject, do not like it because their teacher personality does not allow the establishment of a good rapport, which is needed to facilitate learning.

6% of young learners would describe their teacher as strict. This might not be necessary as bad as it seems because young learners need a strong authority.

The most important finding is that out of 142 young learners, only 6% think that their teachers broaden their English language knowledge. Surprisingly, the number of young learners

who think that is so low since one of the roles of the teacher is to facilitate English language learning.

However, it is essential to point out other alarming findings. Firstly, only 4% of young learners would describe their teacher as fair to all. Secondly, teachers of only 5% respondents listen to them. Moreover, only 5% of young learners get the impression that their teachers help them. To establish a good rapport, the teachers must offer their help to young learners, are fair to all, and listen to them.

In addition, 6% of young learners would describe their teacher as boring, whereas only 5% think their teacher is entertaining.

It seems that a large number of teachers of young learners of this survey do not possess the critical personality qualities, which are needed when teaching this age group. However, it is worth pointing out, that the questionnaire was filled out by young learners only, therefore the findings are strongly subjective and cannot be generalized and applied to all teachers.

4.3.6. Young learners' perception of the teacher

The purpose of this question is to prove that the teacher's personality traits are essential for establishing a good rapport. The following findings are not that surprising because the finding of the previous question suggested that many questioned young learners will not have a good opinion of their teacher.

With that being said, 51% of questioned young learners like their teacher and 41% do not. 8% of young learners opted not to answer this question. It is suspected that they were afraid to express their true feelings because they thought that the author would share the findings with their teacher. However, as pointed out, this survey is anonymous.
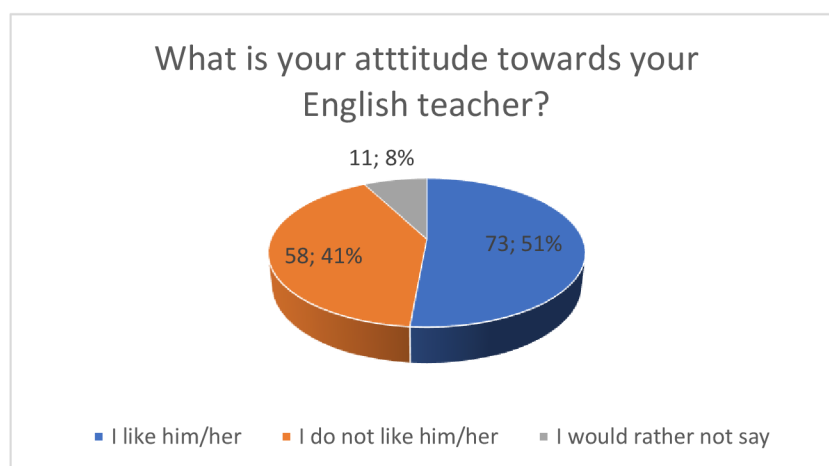
Graph 6 What is your attitude towards your English teacher?

30

4.3.7. A typical English language lesson

Teachers choose what teaching method they use in their English language classrooms. As proven in the chapter dealing with methods of teaching English to young learners, some of them are more suitable than the other are. Therefore, the purpose of this question was approximately to find out, which of the methods is the most used. Since I expect that the teacher does choose more than one type of activity, young learners could pick more than one answer.
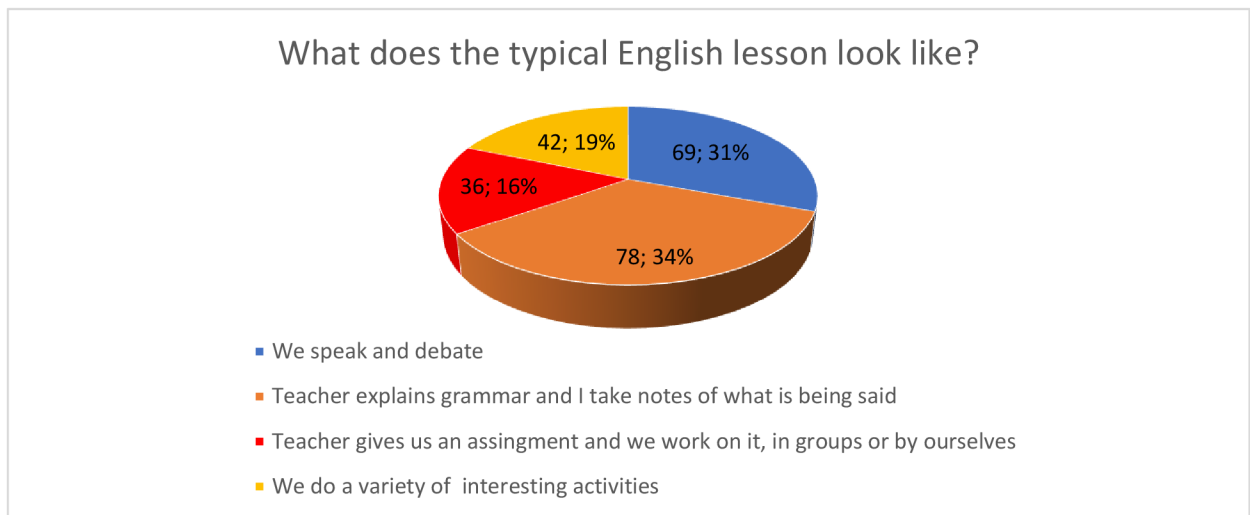

Graph 7 What does the typical English lesson look like?

On average, young learners chose two answers to this question. According to 34% of young learners, their typical English language lesson consists of only grammar studying, suggesting that the teacher acts as a controller. That can be interpreted as not so positive finding because young learners get bored quickly when they are required to sit and listen only. On a positive note, 31% of young learners typically speak or debate with their teachers and peers. 16% of young learners describe the typical happenings of the English language lesson as "Teacher gives us an assignment and we work on it, in groups or by ourselves". This suggests, that teachers act as a tutor or a resource. Surprisingly, only 19% of respondents think that their teacher prepares a variety of exciting activities. It is surprising because as it was numerously pointed out, the attention span of young learners is limited, therefore is it essential to prepare engaging activities. Otherwise, they get bored quickly.

4.3.8. Characterization of a typical English language lesson

In the question number 8, young learners were asked to characterize the typical English further. As before, more than one answer to this question was allowed. Every young learner chooses three answers exactly.
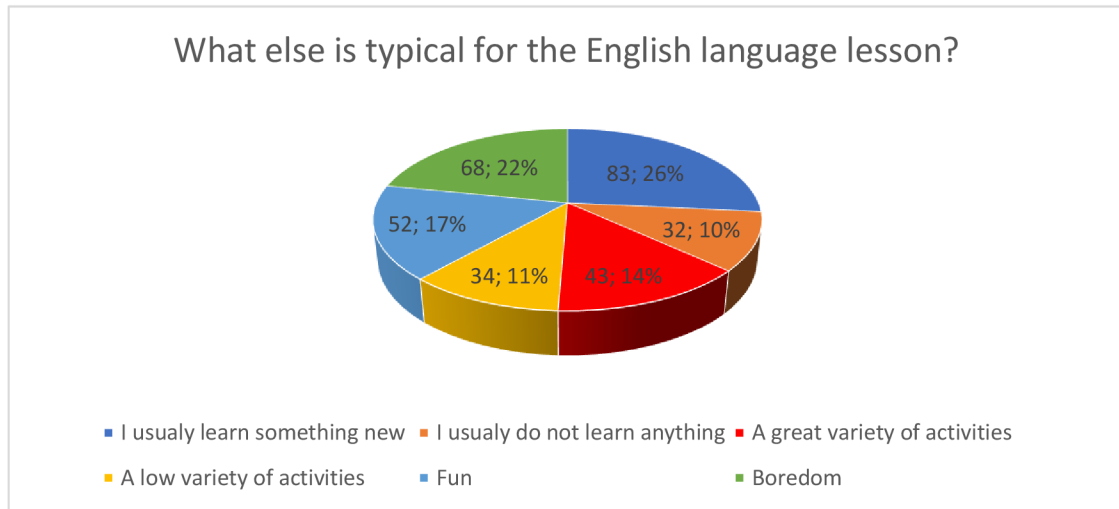
Graph 8 What else is typical for the Englih language lesson?

To simplify, teachers have to meet the following three criteria: have prepared a great variety of activities to keep the lesson fun, keep the attention of the young learners, and teach their young learners new English language skills. However, as the data collected suggest, the teachers of young learners claim that teachers do not meet these criteria.

Only 17% of questioned young learners claim that the English language lesson is fun. This finding is supported by 14% of young learners whose teachers have a great variety of activities prepared.

However, it is alarming that 22% of young learners claim that they do not have fun in the English language lesson and are bored. This finding is supported by 11% of young learners whose teachers have a low variety of activities prepared.

The positive finding is that 26% of young learners claim that they learn something new in every English language lesson, and only 10% of them find the English language classes useless because they do not learn anything.

4.3.9. Lesson activities

Question 9 aimed to report on activities chosen by the teachers, whereas question 10 aimed to report on the young learners' favorite activities. To keep this analysis coherent, the data collected from questions 9 and 10 are put into one graph so that the differences between the variety of activities chosen by teachers and activities most liked by young learners are more evident. Young learners were permitted to choose more than one answer in both questions.
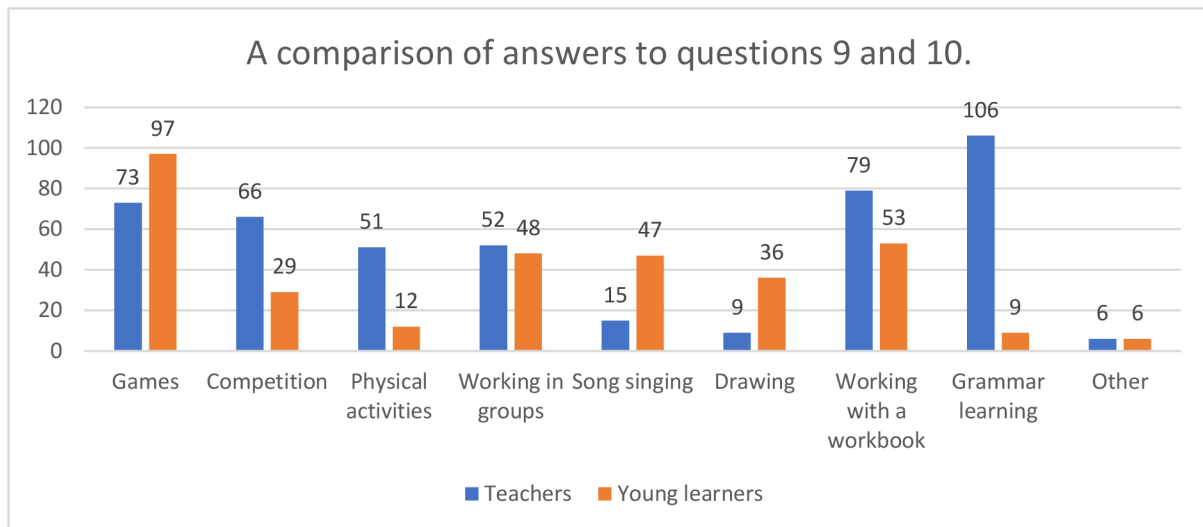
Graph 9 A comparison of asnwers to questions 9 and 10

It was numerously proven, game-like activities young learners enjoy the most because they love to play and experiment. For that reason, it is not surprising that out of 142 young learners, 68% said that their favorite activity to do in the English language lesson is playing games. However, only 51% admit that their teacher uses game-like activities in the English language lessons. 33% of young learners like to sing songs. However, only 11% of young learners claim that their teachers include this activity in their lesson. Drawing activity is liked by 25% of young learners, but according to young learners, only 6% of teachers include it in their lessons.

Competitions are liked upon the young learners as well because they like to challenge their peers. 46% of young learners like to compete with their friends, yet only 20% of teachers prepare them for their learners. I believe that the teachers opt not to prepare competitions as it is time-consuming, and more often than not, young learners get overly competitive, resulting in a number of arguments among them.

Young learners attention is limited, and for that reason, teachers should include physical activities as well. The great advantage of physical activities, that young learner is required to

move their bodies. Therefore they are more focused on the lesson happenings. With that being said, 36% of young learners enjoy physical activities, and only 8% of teachers include them in their lessons.

The most significant difference is the opinion on grammar learning. 75% of the teachers dwell on grammar learning. However, only 6% of young learners enjoy this activity. It is no wonder that teachers want their young learners to be proficient in English language grammar; however, knowing grammar is not as important as knowing how to speak in English and understand what is said.

In general, at the beginning of a school year, young learners get workbooks, which are specialized to fit the needs of this age group. Therefore, 37% of young learners enjoy working with a workbook and 56% of young learners stated that their teachers use them in the English language lessons.

Young learners are very social. Therefore it is no surprise that 34% of them like to work in groups. As it seems, teachers take that into account, and 36% of young learners claim that their teachers prepares group tasks. Nevertheless, it must be pointed out that group tasks might not be the best option here, because speaking from the experience, not every member of the group partakes in the group activity with the same effort.

As both of these questions were structured as semi-close ended, young learners could write their own answers.

In question number 9, the young learners stated the commonly chosen activities by their teacher: *She plays us videos. Speaking. We write stories a lot. We only learn grammar and vocabulary. My teacher lets me do whatever I want. A lot of listening exercises.*

In question number 10, young learners stated the following activities they like: *I like when the teacher tells me a story. I like speaking. I like reading. I like it when we pretend to be someone else. I like talking with the teacher. Group projects.*

To conclude, young learners prefer to do game-like activities. However, respondents claim that their teachers prefer to teach grammar.

4.3.10.   Classroom language

It is expected that the teacher teaching the English language uses it the most. Therefore, the purpose of this question was to find out if the English language is the most used language or not.
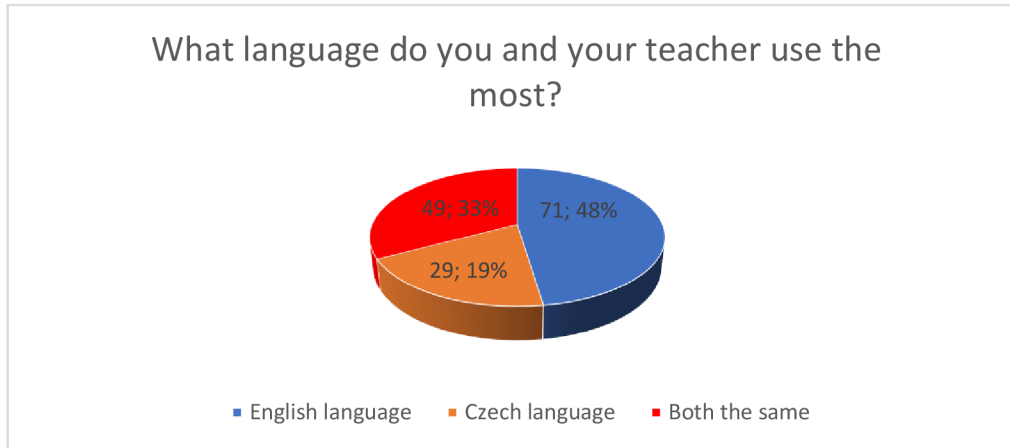
Graph 10 What language do you and your teacher use the most?

It is surprising that 48% of young learners speak using the English language only.

33% of young learners stated, that they and their teachers use Czech and English language the same. That is acceptable because since young learners are not as knowledgeable, their teachers might need to switch to the Czech language to explain grammar or instructions better.

However, it is unacceptable that 19% of young learners said that they and their teachers speak only in the Czech language in English language lesson. Young learners need as much exposure to the English language as they possibly can get. This issue was covered in the chapter 2.4.

4.3.11.   Task and lesson difficulty

In the question number 12, the young learners were asked to think about whether they manage all tasks and if the lessons is manageable as well. It is crucial that lesson's content are set out to be a real task to the young learners, however the tasks must be achievable.
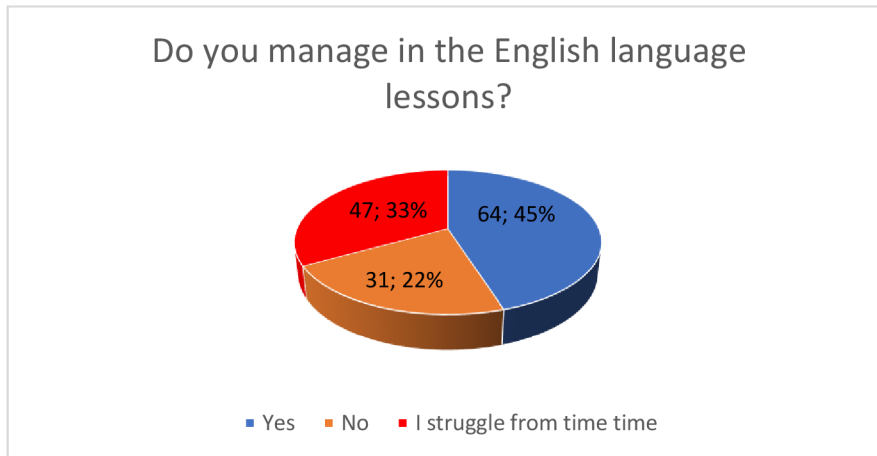

Graphs 11 Do you manage in the English language lessons?

The results strongly confirm what was suggested in the previous questions. In particular, 22% of young learners admit that they have trouble with the content of the lessons and do not manage all tasks without difficulty. I believe that young learners, who do not like English language subject, do not like it because their teacher does not explain a new topic well, gives them unachievable tasks, or does not offer a further explanation on the topic they do not manage. Furthermore, teachers should know their young learners and help them if they see that they are struggling.

On the other hand, 45% of young learners do not have troubles and 33% struggle only from time to time.

4.3.12.   Young learners satisfaction with their teacher

In the last question of the questionnaire, the young learners were asked to evaluate their teacher and express whether they are satisfied with him/her.

Are you satisfied with your teacher?

17; 12%

49; 34%

76; 54%

■ Yes ■ No ■ I do not know
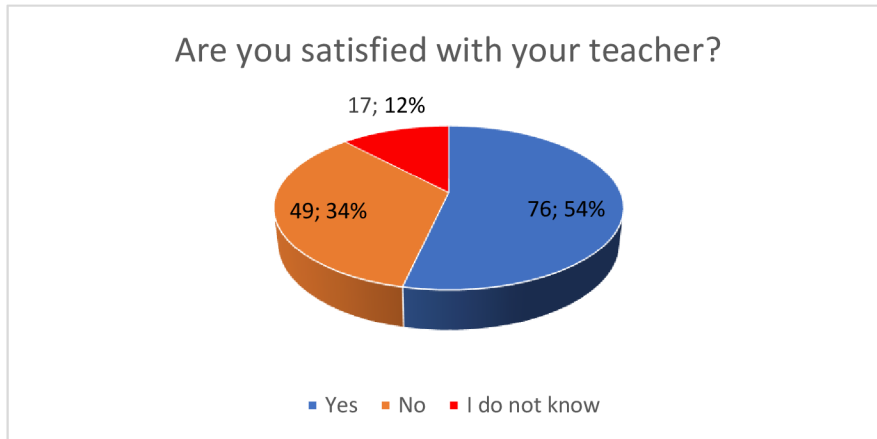
Graph 12 Are you satisfied with your teacher?

The previous 12 questions were designed to determine young learners' opinions on their teachers and the teaching methods used. Data collected suggest that young learners' attitude towards English language subject is alarmingly low, so it is not surprising that only 54% of the young learners are satisfied with their teacher and 34% are not. I suspect that young learners, who decided to choose answer "I do not know", are not well experienced due to their young age, to know whether they are satisfied with their teachers or not.

5. Conclusion

This bachelor's thesis focused on young learners and their teachers. In particular, the roles of the teacher in teaching English to young learners were analyzed in the theoretical part of this thesis and the practical part as well. Teaching young learners is considered to be a challenging job because young learners require their needs to be fulfilled, otherwise, they will lose interest in the subject quickly. Therefore, this thesis aimed to analyze whether young learners believe that their needs are fulfilled in accordance with developmental psychology and if the teachers use appropriate lesson content.

The theoretical part of this thesis dealt with the characteristics and developmental psychology of young learners. Furthermore, general rules of teaching English to young children were discussed as well. The last chapter of the theoretical part of this thesis focused on teachers and their role in teaching English to young learners. The importance of a good rapport was discussed, too. The practical of this thesis focused on answering the questions: *What is young learners' attitude towards English language subjects? How do the young learners perceive their teacher? What do young learners think of the lesson content?* Small scare research was carried out to find the answer.

The collected data suggest that the answer to the question "What is young learners' attitude towards the English language subject" is that 59% of young learners consider the English language subject as one of their favorite subjects. In addition, 56% of respondents look forward to the English language lesson. However, it is striking that 23% of young learners claim that they do not like the English language subject at all. Furthermore, it is astounding that only 54% of respondents claimed that they are satisfied with their teachers and 34% of young learners declared that they are not satisfied with their teachers.

The teacher's personality and approach to the young learners were discussed as crucial in teaching English to young learners. With that being said, according to questioned young learners, it seems that their teachers do not possess the needed personality traits, which help facilitate learning, as only 51% of young learners claimed that they like their teachers.

The young learners' answers to questions regarding the lesson content suggest that 34% of them claim that their teachers explain the grammar and that they only take notes of what is being said. This claim is supported by 75% of young learners, who declared that their teachers´ most used activity in the English language lesson is grammar learning. Nevertheless, it seems like 68% of young learners prefer game-like activities the most. Furthermore, 26% of

respondents consider English language lessons beneficial because they tend to learn something new in every lesson. However, it is alarming that 19% of respondents stated that they and their teachers tend to use only the Czech language rather than the English language in the English language lessons. Young learners need as much exposure to the English language as they possibly can get. Overall, it seems that the vast majority of young learners (67%) think that the lesson contents are manageable and set-out tasks present only minor difficulties.

The finding of this bachelor's thesis points out that even though teachers get extensive training on teaching young learners, it seems that not all guidelines are being followed, according to young learners' opinions.

It came to light that the research method used for the purposes of this thesis was as not appropriate as it was initially thought to be because the questionnaire was only intended for young learners. Thus the role of the teacher was discussed from only the pupil's point of view. Therefore, it would be worthwhile to research the teacher's role from two points of view; the teacher's point of view and the young learners' perspective.

Finally, I would like to mention that the work on this bachelor's thesis significantly contributed to my pedagogical knowledge and challenged me to work with young learners in the future.

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8. Appendices

Appendix 1: Questionnaire for the young learners of the third, fourth and fifth primary school grades (Czech version)

Appendix 2: Questionnaire for the young learners of the third, fourth and fifth primary school grades (English translation)

Appendix 1

Dotazník pro žáky 3., 4. a 5. tříd

Vážení žáci, vážené žákyně,

ráda bych Vás požádala vyplnění tohoto dotazníku, který slouží jako podklad pro výzkum v rámci mé bakalářské práce, jejíž cílem je zjištění role učitele anglického jazyka při výuce žáků mladšího školního věku. Dotazník je zcela anonymní.

Děkuji Vám všem za spolupráci.

Alžběta Jaroňová

1. Jsem: (tvou odpověď zakroužkuj)

    A.   Dívka
    B.   Chlapec

2. Navštěvuji:

    A.   3. třídu
    B.   4. třídu
    C.   5. třídu

3. Anglický jazyk patří mezi mé:

    A.   Nejoblíbenější předměty
    B.   Patří mezi mé oblíbené předměty
    C.   Patří mezi mé neoblíbené předměty
    D.   Nemám ho rád/a

4. Těším se na hodiny anglického jazyka?

    A.   Ano
    B.   Ne

5. Jak by jsi popsal svého učitele/učitelku? (můžeš vybrat více odpovědí)

A.	Je přátelský/přátelská	H.	Má smysl pro humor
B.	Je hodný/hodná	I.	Je spravedlivý/spravedlivá
C.	Je nudná	J.	Pomáhá mi
D.	Je zábavná	K.	Naslouchá mi
E.	Není přátelský/přátelská		
F.	Je přísný/přísný		
G.	Hodně mě toho naučí		

6. Jaký je tvůj vztah k učiteli?

 A. Mám ji/ho rád/ráda
 B. Nemám ji/ho rád/rada
 C. Nechci se vyjádřit

7. Jak vypadá běžná hodina anglického jazyka? (můžeš vybrat více odpovědí)

 A. Učitel/učitelka vysvětluje učivo a já jen poslouchám a zapisuji si
 B. V hodině s učitelem často mluvím a diskutuji
 C. Učitel/učitelka vytvoří zábavnou aktivitu, u kterých se i pohybujeme po třídě
 D. Učitel/učitelka zadá práci na které pracujeme samostatně nebo ve skupině

8. Jak by jsi dále popsal/popsala typickou hodinu anglického jazyka? (můžeš vybrat více odpovědí)

 A. Je zábavná
 B. Je nudná
 C. Děláme různé aktivity
 D. Děláme pořád to stejné dokola
 E. Většinou se toho hodně naučím
 F. Většinou se nic nenaučím

9. Jakých aktivit tvůj učitel/učitelka využívá v hodině nejvíce? (můžeš vybrat více odpovědí)

 A. Hry
 B. Soutěže
 C. Zpívání písniček
 D. Kreslení
 E. Pohybové aktivity
 F. Práce s učebnicí
 G. Učení se gramatiky
 H. Práce ve skupině
 I. Jiné:_____

10. Jaké aktivity baví nejvíce Tebe?

 A. Hry
 B. Soutěže
 C. Zpívání písniček
 D. Kreslení

E. Pohybové aktivity
F. Práce s učebnicí
G. Učení se gramatiky
H. Práce ve skupině
I. Jiné:_____

11. S učitelem/učitelkou většinou mluvíme:

A. Česky
B. Anglicky
C. Česky i anglicky stejně

12. Zvládám učivo a úkoly zadané učitelem/učitelkou

A. Ano
B. Ne
C. Občas mám problémy

13. Jsi spokojený/spokojená se svým učitelem/učitelkou?

A. Ano
B. Ne
C. Nevím

Appendix 2

Questionnaire for the young learners of the third, fourth and fifth primary school grades

(English translation)

1. Gender: (circle your answer)

    A. A boy
    B. A girl

2. Grade:

    A. The third grade
    B. The fourth grade
    C. The fifth grade

3. The English language subject:

    A. Is my favorite subject
    B. Is one of my favorite subjects
    C. Rather belongs among less favorite subjects
    D. I do not like it at all

4. Do you look forward to the English language lessons?

    A. Yes
    B. No

5. How would you describe your teacher? (you can choose multiple options)

    A. Is friendly
    B. Is kind
    C. Is boring
    D. Is entertaining
    E. Is unfriendly
    F. Is strict
    G. He/she broadens my English language knowledge
    H. Is funny
    I. Is fair to all
    J. Helps me
    K. Listens to me

6. What is your attitude towards your English language teacher?

      A. I like him/her

      B. I do not like him/her

      C. I would rather not say

7. What does the typical English language lesson look like? (you can choose multiple options)

      A. The teacher explains grammar and I take notes of what is being said

      B. We speak and debate

      C. The teacher gives us an assignment and we work on it in groups or by ourselves

      D. We do a variety of interesting activities

8. What else is typical for the English language lesson? (you can choose multiple options)

  A. Fun

  B. Boredom

  C. A great variety of activities

  D. A low variety of activities

  E. I usually learn something new

  F. I usually do not learn anything

9. What activities does your teacher uses the most? (you can choose multiple options)

  A. Games

  B. Competitions

  C. Songs singing

  D. Drawing

  E. Physical activities

  F. Working with a workbook

  G. Grammar learning

  H. Working in groups

  I. Other_____

      _____

      (Write your own answer)

10. What activities do you like the most? (you can choose multiple options)

  A. Games

  B. Competitions

  C. Songs singing

  D. Drawing

  E. Physical activities

  F. Working with a workbook

  G. Grammar learning

  H. Working in groups

  I. Other_____ (Write your own answer)

11. What language do you and your teacher use the most?

  A. The English language

B. The Czech language
C. Both the same

12. Do you manage in the English language lessons?

A. Yes
B. No
C. I struggle from time to time

13. Are you satisfied with your teacher?

A. Yes
B. No
C. I do not know

9. List of graphs

10. Anotace

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Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2021

Název závěrečné práce:	Role učitele anglického jazyka při vzdělávání žáků mladšího školních ověku
Název závěrečné práce v angličtině:	The role of the teacher in teaching English to young learners
Anotace záverečené práce:	Tato bakalářská se zabývá žáky mladšího školního věku a jejich učiteli. Zabývá se zejména rolemi učitele anglického jazyka při vzdělávání žáků mladšího školního věku z pohledu žáků mladšího školního věku. Od učitelé žáků mladšího školního věku je vyžadováno, aby volili náplň hodiny v souladu s potřebami žáků mladšího školního věku, tak aby jim usnadnili učení. V prvních třech kapitolách autor poskytuje teoretická východiska ke studovanému jevu. Praktická část této bakalářské práce pojednává o případové studii. Praktická část navíc poskytuje konstruktivní analýzu role učitele algického jazyka při vzdělávání žáků mladšího školního věku.
Klíčová slova:	mladší školní věk, vývojová psychologie, učitel, role učitele, souznění
Anotace v angličtině:	This bachelor's thesis deals with young learners their teachers. Mainly, it analyzes

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	the role of the teacher in teaching English to young learners from the young learners' point of view. The teachers of young learners are required to choose the content of the lesson in accordance with the needs of young learners to facilitate learning. In the first three chapters, the author provides a theoretical background to the studied phenomena. The practical part of this bachelor's thesis gives the account of a case study. Moreover, the practical part provides a constructive analysis of the teacher's role in teaching English to young learners.
Klíčová slova v angličtině:	young learners, developmental psychology, teacher, teacher's role, rapport
Přílohy vázané k práci:	1. Výzkumný dotazník (česká verze) 2. Výzkumný dotazník (anglicky překlad)
Rozsah práce:	44
Jazyk práce:	Anglický jazyk