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Bc. Markéta Faltýnková, DiS.

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**TEACHER'S ROLES IN ENGLISH LESSONS AT
LOWER-SECONDARY SCHOOLS**

Magisterská diplomová práce

**Obor studia: Anglický jazyk se zaměřením na vzdělávání pro 1. a 2.
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Autor: Bc. Markéta Faltýnková, DiS.

Vedoucí práce: Mgr. Jana Kořínková, PhD.

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Prohlašuji, že jsem magisterskou diplomovou práci na téma „*Teacher's Roles in English Lessons at Lower-Secondary Schools*“ vypracovala samostatně a uvedla v ní veškerou literaturu a ostatní zdroje, které jsem použila.

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Abstract

This diploma thesis aims to examine teachers' English lessons at lower-secondary Czech schools, their transformation, and their adoption by English teachers. It also compares learners' and teachers' overall perceptions of concepts. The theoretical part of the thesis explores terms, such as teacher, teacher's profession, and teacher's roles in different contexts. The empirical part consists of several interviews with the teachers of English, and questionnaires administered to their learners. The research results mostly confirmed what authors of scientific literature had postulated, although some surprising facts were revealed as well.

Introduction

Growing up, we spend most of our time at school. This institution becomes an important part of our daily life and so do the people we meet in it. Apart from our classmates, teachers have a major role in our education and their contribution to the learning process cannot be denied. In 25 years, pedagogical studies have led to the proliferation of studies exploring teachers' roles. Although researchers show their indubitable interest in this topic, their opinions often vary. Additionally, Czech literature often tends to generalize and frequently does not focus on teachers' roles in specific subjects. English as a foreign language, along with Mathematics and Czech, is one of the core subjects learners study at Czech lower-secondary schools. However, only a few writers have been able to conduct systematic research about the roles of English teachers. For this reason, we believe introducing this topic to the Czech audience is useful and almost vital.

The diploma thesis intends to discover which teacher's roles are adopted by English teachers at Czech lower-secondary schools. As teachers' roles undergone a great transformation, it focuses on the teachers' perceptions of roles from teachers' and learners' points of view. For this reason, the theoretical part of the diploma thesis examines two main constituents of education: teachers and learners. The sections concerning teachers are more extensive and it explores the definitions of a teacher, teacher as a profession, and their current and historical roles in different teaching methods. Additionally, it deals with online teaching, teachers' roles during the covid pandemic, and their hypothetical impact on the roles of English teachers today, which is thoroughly discussed in the empirical part. The second chapter of the theoretical part deals briefly with learners, their psychological needs and development chosen according to the targeted group of respondents.

The empirical part describes the research procedure and the results. For the thesis, the selected research methods are a semi-structured interview for English teachers and a questionnaire for their learners. After a thorough analysis, the collected data will be compared with the theoretical part and a conclusion will be inferred from the findings.

This diploma thesis is unique in that it takes account of general teachers' roles, teacher's roles in English lessons and it assesses online teaching during the covid pandemic, its conditions, and its overall impact on both, English teachers and their learners. We strongly believe that this topic gains traction and becomes more important. We all live in a dynamic society and the world transforms very quickly. With that comes an evolving character of the English language as well

as a shift in its teaching. In that regard, English teachers should react to this fact and their roles in English classes should reflect that change. This diploma thesis aims to show how English teachers and their learners are aware of the world they live in.

THEORETICAL PART

1 Teacher

When it comes to the characterization of a teacher or teacher's profession, local and foreign literature offers various definitions (Průcha, 2002, p. 17). However, these are rarely present in publications dealing with the topic as the term is considered general knowledge (Šťastná, 2008, p. 115). As the term "teacher" is dominant throughout the whole diploma thesis, several definitions are mentioned to show that what might appear generally clear, can be perceived by various authors differently.

1.1 Definition of a teacher

At the beginning of the 21st century, authors start to react to changing school and social environments. Walterová (2001, p. 11) reflects that in her definition saying that a teacher becomes a manager, diagnostician, and consultant. They manage classroom work, diagnose learning styles, and consult situations that are linked to learning difficulties. Teachers take care of the social well-being, health, and safety of their pupils in ordinary and extraordinary situations. Walterová believes that teacher is an educator and protector of moral, cultural, and spiritual values as they are becoming relative in the postmodern society.

After thorough literature research, it seems Jaroslava Vašutová is one the most quoted expert in the pedagogical field. Vašutová appears to agree with Walterová, even though her definition is not so extensive. Nevertheless, the social approach is apparent in both authors' definitions. Vašutová (2004, p.16) describes the teacher as a person who preserves social peace, culture, and values. They should have a sense of common decency; solidarity and they should be aware of the consequences of their actions for the benefit of others. Vašutová claims that empathy and responsibility are teachers' essential qualities.

Only one year later, Vladimíra Spilková provides a definition that shows the shift in people's perception of the teacher's profession. She believes the teacher is no longer a leader and the centre of education, but instead they are the facilitator of a child's learning and development (Spilková, 2005, pp. 55-56). According to Šťastná (2008, p. 116), this change is caused mainly by the influence of technology, science, and ICT development. As a result, the position of a teacher resembles that of a partner and co-worker rather than a classroom leader.

Spilková's exhaustive explanation of what being a teacher entails includes claims that teachers ought to respect each child's individual development and create a safe environment in which pupils are allowed to make mistakes and where they can experience the learning process naturally.

Even nowadays teacher's profession is viewed from a traditionally educational perspective. A notable example can be found in the pedagogical dictionary in which Mareš, Průcha, Walterová (2009, p. 326) define a teacher as a qualified worker in the pedagogical field. They characterize a teacher as a person who generally incentives and leads others in their learning. Traditionally, the teacher has been viewed as an intermediary of their knowledge to their pupils. Nowadays, a teacher partakes in the educational environment, climate of the classroom, organizes and coordinates pupils' activities. They also lead and assess the teaching process and its outcomes.

1.2 Teacher's profession

Profession means an occupation connected to certain qualifications, specific knowledge, or skills. Such occupation usually cannot be carried out without legal authorization (Průcha, 2002, p. 19).

From a historical point of view, the teacher's profession has been appealing to teachers and other specialists in ancient times. It was then that teaching became a real occupation. In ancient Greece and Rome, there were teachers specialized in rhetoric, grammar, geometry, astronomy, or any subject acknowledged by Marcus Fabius Quintilianus¹ in the 1st century AD. Průcha speaks about another strong pedagogical figure from our history. Jan Amos Komenský, one of the most influential figures in history and culture, was also interested in the teacher's profession as we could find many mentions in his works (Průcha, 2017, p. 136).

Teaching became expertise in the 19th century, which was due to the rise of professions and the increased credibility of sciences (Welker, 1992, p. 16). However, 19th century requirements drafted for teachers were very similar to those stated in the 21st century (Průcha, 2017, pp. 136-137). In the 19th century, women started to dominate this profession. At that time, women had only a few opportunities to put their skills to use and teaching seemed suitable, because society saw them as morally upright and constant (Welker, 1992, p. 16).

Even though the teacher's profession has a long history, it was not until the 20th century that teachers were allowed to get a university education. Until then, they were denied proper high

¹ Marcus Fabius Quintilianus was Roman rhetorician, writer, teacher of pedagogy and rhetoric.

education which was responsible for their decreased competence and fewer possibilities to make decisions in education (Kohout, 2002, p. 57). Currently, in the 21st century, when it comes to educational concepts and approaches to the teacher's profession, we remain at semi-professional inclining to de-professional level as teachers were left with almost no professional autonomy for a long time (Spilková, 2007, p. 8).

1.3 Teacher's roles

Numerous studies (for example, Havlík, Kořa, 2011; Fontana, 2014; Harmer, 2007) have attempted to explain the term "role". A role describes a relationship between an individual and the environment or society. Each role or social status is defined by a set of expected and ethical manners (Havlík, Kořa, 2011, p. 161). In the same vein, Fontana (2014, p. 295) claims that a role is represented by someone who is a role model for others at specifically defined social positions. Regarding teachers' roles, Harmer (2007, p. 25) adds that the ability to adopt different roles is characterized by a teacher's good art.

Teachers usually do not realize how much they influence their learners. Although most children would not desire for teacher's career, they would gain an idea about what teachers are like based on their personal experience. Fontana avers that good teachers represent good role examples, so they cultivate positive impressions and attitudes towards teachers and education. On the other hand, unsuitable teachers achieve the exact opposite (Fontana, 2014, p. 295).

Data gathered from multiple sources at various times shows teachers' roles are understood by each author differently and the perception of their roles over time varies. At the end of the 20th century, Štech (1995, pp. 25-26) states that teacher adopts four roles. **The hermeneutic role** enables them to interpret information comprehensibly to help learners orient in the world and understand it. When adopting a **guide-interpret role**, they help learners to seek a sense of recognition and learning. Via the **communicator role** teacher processes, structures, and shares information. Through the **manager role**, they monitor effectivity of learning and constantly adjust what is taught to the outside world.

At the beginning of the 21st century, Anderson (2001, p. 2) reflects changes occurring in social and educational backgrounds. He acknowledges other roles teachers embrace in their profession. The role of the **designer of an educational experience** involves planning, administering the instructions and evaluating learners. However, evaluating learners does not cover any social or educational changes, since it is an old part of education. Tasks involved in this role are fairly traditional in the pedagogy literature. When a teacher adopts the role of

facilitator and co-creator of a social environment, they ensure a successful learning process. Anderson presumes that teacher has higher subject expertise than their learners, so they can be put in the **role of subject matter expert**.

The shift in teachers' roles between the 20th and 21st centuries is noticeable. Štech sees the teacher as the centre of the classroom's attention. They transmit their acquired information; help learners study and they are responsible for learners' knowledge and its comprehensible convey. Anderson on the other hand starts to care about how learners feel in the classroom. He emphasizes the importance of knowledge, but unlike in Štech's case, the importance lies with the teachers.

In contrast to Anderson, Czech author Prokop (2003, p. 57) speaks about eight teacher roles. In comparison to other Czech authors, he offers some unique types of teacher roles. Prokop says that the teachers adopt the following roles:

- Society representative – teacher conveys ethical rules and society's rules
- Judge – teacher assesses learners via marks
- Source of wealth – teacher possesses knowledge and skills
- Institution – teacher supports and forms the learner
- Referee – teacher deals with conflicts between learners
- Detective – teacher reveals discipline misdemeanours
- Role model – teacher as model example learners look up to
- Supporter – teacher encourages and supports learners to believe in themselves

As was previously mentioned, Jaroslava Vašutová seems to be one of the most quoted experts in the pedagogical field. Her acknowledged overview of teachers' roles can be found in the book *Teacher's profession in the Czech Educational Context*. According to Vašutová (2004, p. 81), there are seven teacher roles.

In the role of **provider of knowledge and experience**, teacher transforms what they know to implement it into the curriculum, and they convey the information to their learners.

The teacher as an **adviser and supporter** makes sure that children are taken care of in terms of education, social interactions, and behaviour. They monitor learners' activities in and outside the school and guide learners via teaching strategies.

Being a **designer and creator**, the teacher evolves new learning strategies, activities, materials, and tools to secure his learners' innovative teaching process.

The role of the **diagnostician and clinician**, the teacher intervenes in communication with parents, school partners and children. He diagnoses social-pathological relations, learning needs, interests, and difficulties of his learners.

The teacher is a **reflective assessor** who assesses their behaviour and pedagogical work as well as their learners, their progress, change of behaviour, or their results in general. The teacher assesses change in the teaching process, curriculum, and education itself.

Considering the teacher as **classroom and school manager**, they need to take care of the equipment of the staff room or classroom. They manage the school and learners' agenda, also organize events in and outside of the school. The teacher leads the classroom, they enee relationships within and outside of the classroom, they create an upbringing program.

The last role Vašutová speaks about is the **social and cultivational model**. The teacher is supposed to be the essence of moral values, sophisticated and ethical behaviour. He is a role model for interpersonal relationships.

We can see all three authors agree that teachers' roles are mostly linked to teachers' interactions with someone else, usually learners. But in today's concept, teachers adopt diverse roles and not always it is connected to learners. Vašutová (2007, p. 69) talks about teachers' roles in connection to the school curriculum where the teacher finds himself in two roles – **creator, user, and mediator**. The first role refers to the teacher as a creator of their curriculum, which strengthens the primary teacher's autonomy. The teacher makes a decision about the curriculum's aims, content, and assessment. The second role refers to the teacher as a mediator and user. Unlike the first role, this role rather decreases the teacher's autonomy due to the curriculum which was created outside the school. Nevertheless, certain autonomy's aspect can be seen in the teacher's personal approach to the curriculum (Vašutová, 2004, p. 74).

This thesis is primarily targeted at English teachers, yet in literature, there are few books talking about this field specifically. More often, we can find sources that mention teachers' roles in general. Jeremy Harmer is one of the few authors who speak about English teachers' roles. Harmer (2007, p. 25) in the coursebook *How to teach English* talks about five roles teacher adopts in the classroom. If the teacher stands in front of the classroom, they are the centre of the action, dictates everything and gives limited space for learners' responsibility, then they act like **controller**. This role is convenient when teachers want to explain grammar or make an informative presentation. However, when learners took part in projects or in activities that involve cooperation, the teacher should adopt a **prompter**. This way, they can push them to

better results and encourage them to achieve more. The role of the **assessor** can follow because learners might need to hear feedback on their performance. Of course, the role of assessor teachers adopt by grading their learners. If teacher consults things or provides language information so they take the role of **resource**. The last role Harmer mentions is the role of **tutor**. The teacher becomes a tutor when he responds to what their learners are doing and advises them on what should be their next step.

Later, Harmer (2015) enriches his list of teachers' roles with three additional ones. Harmer points out that teachers can adopt the role of **organizer** when they need to organize their learners as well as activities in language learning. The teacher plays a **participant** role when they leave the traditional model of organizing learning activities and joining the learners. He explains that roles need to be changed and it is up to the teacher's judgement when it is appropriate to use one role or a completely different one. Being an **observer**, the teacher should not only observe learners' activity but also objectively reflect on their teaching activities and materials brought to the lesson.

Most studies, such as Štech (1995), Prokop (2003), Vašutová (2007), or Harmer (2007, 2015) show that teachers' roles are perceived in quite similar ways. By describing teachers' roles, it is evident that authors might give teachers' roles different names, but they often emerge, or they are the same. We are told that their teacher's roles and demands that society expects teachers to meet are quite high. This is something other authors also agree on. School is represented by its teachers, which feels to be the most classical utterances in Czech pedagogy. The principle of this timeless utterance makes an impression, a teacher's personality is responsible for learners' upbringing and education only. However, we need to be reserved about teachers' imminent responsibility for schoolwork or children's raising and learning (Vašutová, 2004, p. 68). Nonetheless, if children look up to the teacher and they see the human being they would one day like to be, they were given a gift. The gift has the same value as the whole education they were provided by their teacher (Fontana, 2014, p. 295).

1.4 Teacher's roles in the historical context

Teaching methods have undergone several changes in the past. This chapter focuses on teaching methods' development, how teachers' roles evolved in these systems and compare them together. According to Mazáčová (2014, p. 15), there are three lesson models which have significantly influenced education concepts in our schools.

1.4.1 Traditional system – Herbartism

German philosopher, psychologist, and teacher J.F. Herbart (1776-1841) established the traditional didactic system. This system was focused on acquiring knowledge based on prior information. Therefore, Herbart's system relies on inner connections and context. He formed four cognition stages: clarity, association, system, and method. However, Herbart's students developed a new didactic system that spread throughout Europe in the 19th century. This system believed in stereotype application and information absolutization but ignored other circumstances, such as physical or emotional learners' development (Mazáčová, 2014, pp. 15-16). Somr and Hrušková (2014, p. 415) talk about the complete misinterpretation of Herbart's thoughts taken by his students, so-called "herbatists". These authors claim that **teacher is arrogated the main role** in Herbart's pedagogy.

1.4.2 Progressive system – Pragmatic pedagogy

At the beginning of the 20th century, American philosopher, teacher, psychologist John Dewey (1859-1952) castigates Herbartism. He rejects one-way intellectualism without learners' active engagement. The key to his education reform was the thought of "learning by doing". He emphasized learners' activities, individual work, problem learning, or project importance. Dewey's idea spread all over the world, however, after some time it showed its faults as well. Problems occurred in unilateral practicisim and pedocentrism. Highly criticized was the decreasing level of education (Mazáčová, 2014, p. 17). In Dewey's pedagogy, the **teacher's role is to mediate, not delegate the curriculum** (Nebeker, 2002, p. 16). Therefore, the teacher is considered more as a facilitator and becomes more passive as the learners' active role increases.

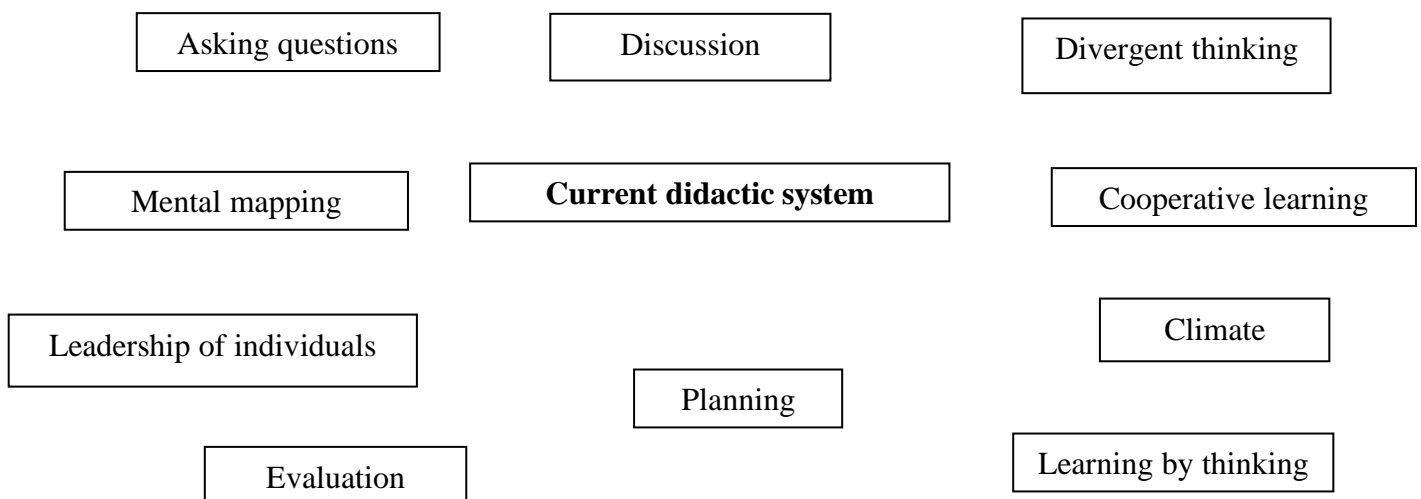
1.4.3 Current system – constructivist educational concept

In the current educational system, teachers identify themselves with pedagogical constructivism which has a strong connection to cognitive psychology. The important fact about this system is that learning does not start at school, an happens outside it as well. Learners come to school with prior knowledge and experience to think about it and evolve it. However, the teacher's significant role is to help learners to reach the best possible level of development (Mazáčová, 2014, p. 18). Constructivism impels teachers to adopt the **role of facilitator**. The teacher guides

learners by asking appropriate questions, offers more solutions to one problem. They help their learners and support them (Kalhous, Obst, 2009).

The current system mixes traditional and pragmatic systems. It chooses effective aspects of both and implements them into today's educational concept, which applies also to teachers' roles. In the constructivist concept, the teacher does not dominate the lesson and emphasis is put on the learners and their active cognition. Nonetheless, the teachers cannot be omitted because, without a teacher, learners would not be able to reach their learning goals.

We believe that teachers' roles abide by the current didactic system, which is currently used. For illustration, Fisher (2004) presents ten effective strategies which are utilized within educational units. The strategies below are in congruence with the teachers' roles we discussed in the previous chapter.



So far, we have dealt with teachers' roles from the historical point of view, applicable to all disciplines. However, since this diploma thesis pays attention primarily to English lessons, we aim to take a closer look at the roles of English.

1.5 English teacher's role in respect of teaching methods

In language teaching, there has been an enormous change, especially in the 20th century. Presumably, more than any other subject, teaching English was practiced in various forms in English classrooms all over the world (Thanasoulas, 2002) and various teaching trends have undergone serious scientific scrutiny and observations (Brown, 2002, p. 27). While teaching Maths or Physics transforms without any greater significance, teaching English can hardly say the same (Thanasoulas, 2002). According to Richards and Rodgers (2014), some language

methods and approaches (Direct Method or Audiolingualism) could have been popular at the time they were invented but might have been replaced by newer ideas. However, some of them such as Communicative Language Teaching was universally accepted and achieved high methodological status.

As language teaching methods evolved, so did the teacher's role which experience a great but expectable shift. As Herbart, Mazáčová, Somr and Hrušková (2014) confirm in traditional teaching, teachers adopt the **main role**. This is the same for language teaching until the 20th century as well when studying language is done the via the extended classical method (Celce – Murcia, 1991), now called the Grammar Translation Method.

1.5.1 Grammar Translation Method (GTM)

Grammar Translation Method has its roots in medieval learning of Latin and Greek which, at the time, was a part of elementary education. Classical languages were intended to interpret the works of great writers, so the lessons were usually dedicated to their translation (Arikan, 2014, p. 3). As the name suggests, this teaching method is based on teaching grammar (Liu, 2007, p. 69). Larsen – Freeman (2011) and Richardson, Rodgers (2014) summarize GTM principles as follows:

- 1) It emphasized the study and translation of the written language, as it is considered superior to spoken language.
- 2) Successful learners are those who are able to translate one language into another in written form, even if they cannot communicate orally.
- 3) The main language skills that are practised are reading and writing.
- 4) Teachers play an authoritarian role in the classroom and the predominant interaction is between teacher-student.
- 5) Students must learn grammatical rules overtly and through a deductive approach apply this knowledge in exercises.
- 6) Students have to know verb conjugations and other grammatical paradigms.
- 7) The basic unit of teaching is the sentence.
- 8) The student's native language is the medium of instruction, and it is used as well to compare with the language studied.

From Larsen – Freeman and Richardson, Rodgers (1986) overview, it can be noticed that GTM is a precise and strict language teaching method. Reading and writing are dominant but Arikan (2014, p. 5) adds that although pronunciation is often neglected, learners are expected to pronounce in an intelligible manner while reading out loud.

Larson – Freeman (2011) state that teachers' role within the classroom is traditional meaning that they adopt **the main role**. Liu (2007, p. 69) also calls it the “teacher-centred model”. This makes learners passive participants, as they do everything they are told, so they can learn what the teacher knows.

Several complaints have been raised against the Grammar Translation Method. In conclusion, it is generally considered that GTM has been considered as it renders an uninspired classroom environment and deprives learners of any creativity (Kaharuddin, 2018, p. 235). Approaches and methods that followed the Grammar Translation Method were mostly its critics in spite of the fact they still assigned the teacher the main role in the classroom. The method which follows GTM was called the Direct Method.

1.5.2 Direct Method (DM)

Grammar Translation Method appeared ineffective in terms of using the target language communicatively, which is Direct Method became more popular. Its basic rule forbids any translation (Larson – Freeman, 2011). Direct Method does not use the mother tongue (unlike GTM) and shifts from literary language to everyday spoken English (Liu, 2007, p. 70). Richardson and Rogers (2014) state the basic principles applied to Direct Method:

1. Classroom instructions were conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized

If we compare Grammar Translation Method to Direct Method, it is apparent, that the Direct Method is strongly against GTM. Çelik (2014, p. 21) alleges that in comparison to the TGM, the teacher's role is less dominant because learners are expected to be actively involved in language production. However, we still speak about the **teacher's main role** in the classroom. Çelik (2014, p. 21) also claims that there is strong demand the teachers' creativity, language proficiency, and energy. As for criticism, Liu (2007, p. 70) mentions two doubts about this method. If we do not translate sentences, how do we prevent misunderstanding? And do we apply Direct Method in language teaching within elementary courses? Richardson and Rodgers (2014) also state that the Direct Method put a lot of pressure on the target language proficiency of the teacher as learners are heavily dependent on their knowledge which is congruence with Çelik's statement.

We already mentioned that the 20th century was prolific when it comes to new methods and approaches in language teaching. According to Tamura (2006, p. 174), the period between the 1950s and 1980s is known as the Age of Methods. Numerous methods such as Silent Way, Total Physical Response (TPR), Suggestopedia, The Natural Approach, Community Language Teaching, or Audio – Lingual Method were invented. In our research, we would like to briefly focus on Audio – Lingual Method and TPR, since Natural Approach and Community Language Teaching (CLL) were replaced for their drawbacks (Çelik, 2014) and Silent Way or Suggestopedia alternatively viewed (Richards, 1996, p. 4). Furthermore, authors agree (Brown, 2000; Larson – Freeman, 2011; Richardson, Rodgers, 2014) that all methods mentioned above preserve the **teacher's main role**, besides CLL where the teacher's role is accepted rather as a facilitator (Harmer, 2007).

1.5.3 Audio–Lingual Method (ALM)

The Audio – Lingual Method is an immediate reaction to personnel's army needs during World Word II. (Cereal Sierra, 1995, p. 116) as Americans needed to be orally proficient in the languages of their foes (Maleki, 2005, pp. 2-3). This method reacts to Direct Method, and it is its modification (Abu Melhim, 2009, p. 39). According to Liu (2007, p. 70), it is directly connected to linguistics and psychology. As a reaction to the old methods, Liu adds that listening and speaking are language skills that prevail in the Audio-Lingual Method.

Prator & Celce-Murcia (1979) in Brown (2007, p. 106) summarize the characteristics of ALM by the following points:

1. New material is presented in dialog form.
2. There is dependence on mimicry, memorization of set phrases, and over-learning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

From Prator & Celce-Murcia's stated principles we may see that Audio – Lingual Method is in congruence with GTM and DM in terms of teaching by drilling. Overall, these principles are in congruence with Abu Melhim's statement that ALM is a modified Direct Method. Liu (2007, p. 70) adds that the Audio-Lingual Method offers language laboratory drills and tape recordings in practice as speaking and listening are considered as the centre of this method, which is mentioned in the introduction of ALM. Nonetheless, Çelik (2014, p. 35) claims that ALM was criticized for a teacher-centered approach, therefore we might conclude that teacher still adopts the **main role** in the classroom. In addition, Liu comments on other negative aspects of ALM saying that learners are often unable to transfer theoretical knowledge into practice. Çelik (2014, p. 35) speaks about simple memorizing in forms which might be the reason why learners cannot utilize their theoretically acquired skills in practice.

1.5.4 Total Physical Response (TPR)

Brown (2007, p. 332) characterizes TPR as a language teaching method that is dependent on physical or kinaesthetic exercise which accompanies language practice. Sariyati (2013, p. 52) claims that the psychologist who created TPR had in mind that children should acquire a foreign language as they do in their mother tongue by listening to their parents' commands. According to Richards and Rodgers (2014), learners primarily listen and perform in TPR classes. First, the teacher demonstrates the command, group of volunteers imitates the action. After several command repetitions, the rest of the class joins (Çelik, 2014, p. 116).

Larsen – Freeman (2011) in Çelik (2014, p. 116) allege TPR's basic rules:

1. Meaning in L2 is conveyed through actions. Memory connections are made via physical responses. At the beginning stages, language instruction should trigger the right brain. The L2 should be presented in chunks, rather than individual and isolated words.
2. Listening comprehension should precede speech production, but speaking is the ultimate goal.
3. Oral language is primary to written language.
4. The teacher can direct student behaviour with the use of imperatives.
5. Students learn through observation of the action, as well as performing it.
6. Low anxiety is central to learning.
7. Students should not memorize the commands. Novelty is important in checking comprehension
8. Errors are considered natural and are treated inconspicuously.
9. Effective learning can be enhanced with fun in the classroom.
10. Students begin to speak when they are ready

TPR as well as the other methods which are invented as a reaction to GTM, put in the centre of their attention speaking, listening, and daily used English. Unlike ALM, TPR does not demand formulas memorization and instead of a drill, it is open to fun activities in the classroom. Because learning language via TPR happens predominantly by teacher's commands, we can state that teachers still adopt the **main role**. However, Larsen – Freeman (2011) say that teacher is in the centre of the classroom only in the beginning. As learners become more language

proficient, teachers and learners can switch roles. Richards and Rodgers (2014, p. 97) claim that TPR “*typically deals with only the very beginnings of stages of learning*” which Brown (2007, p. 77) perceives as a limitation because the method loses its distinctiveness for more proficient learners. He adds, that in today’s classroom, TPR is used rather as an activity which Brown considers a more useful way to utilize this method.

To sum up, Grammar – Translation, Direct, Audio – Lingual Method, Suggestopedia, or Total Physical Response have come into view during the history of language teaching. As they underwent researchers’ scrutiny, each of them could find both their weak and strong points (Thamarana, 2015, p. 63). However, there was a relentless need for communication (Thanasoulas, 2002) which in the late 1960s or early 1970s led to the establishment of Communicative Language Teaching (CLT). Özsevik (2010) in Çelik (2014, p. 192) avers that Communicative Language Teaching has become very popular not only in classes where learners acquire English as a second language but also with learners who do not need English as a primary means of communication. Along similar lines, Thamarana (2015, p. 63) agrees with Özsevik in CLT’s popularity among English learners all over the world today. That is why our historical overview is finished by CLT’s description.

1.5.5 Communicative Language Teaching (CLT)

The Communicative Language Teaching or the Communicative Approach is based on the theory that successful language learning is dependent on how well learners acquired communicative skills or competence (Al Asmari, 2015, p. 976) which means learners’ ability to communicate in the target language in an appropriate way (McLaren, 2010). Until the late 20th century, learning foreign languages was anchored in behaviour psychology and structuralism. This means that learning was dependent on repetition and habit forming (Çelik, 2014, p. 185). However, this approach was heavily criticized (Hymes, 1971; Savignon 1972; Richards, 2005) saying that learners are not part of the perfect environment where everybody knows what and when something should be said. Learners should be able to use language in real-life situations they encounter with.

The essence of CLT is communicative competence (Al Asmari, 2015, p. 977) which involves linguistic competence, sociolinguistic competence, and discourse competence. Linguistic competence includes vocabulary and grammar. Sociolinguistic competence deals with coherent and consistent communication, how to initiate, contribute and end it. Discourse competence means to communicate effectively without any problems (Savignon, 2002, pp. 8-9).

Furthermore, Canale and Swain (1980, p. 4) add to the list strategic competence which includes how to use appropriate communication strategies.

As for CLT's principles, Berns (1990, p. 104) in Çelik (2014, pp. 187-188) makes a summary saying that:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language— that is, that they use language for a variety of purposes in all phases of learning.

In his summarized CLT principles, Berns shows that CLT is a unique teaching approach. Unlike others, CLT does not prefer any language skills as it puts communication in the first place. It accepts diversity and allows teachers and learners to utilize different types of techniques, methods, language varieties, or cultural aspects of language. Furthermore, it demands learners to be active participants, therefore there seems no compelling reason to argue that there has been a shift in the **teacher's role**. Richards and Rodgers (2014, pp. 77-78) develop the claim saying that teachers in CLT function as “needs analysts” so they serve mainly as **facilitators**.

This historical part of language teaching has been included for several reasons. It presents influential past English teaching methods and it shows how teachers' roles have changed. Based on our historical overview, it can be observed that the teacher's dominant role prevails except for CLL and CLT. Today, Communicative Language Approach appears to be the most popular teaching method (approach) in ESL classes all over the world, the Czech Republic included.

Regarding ESL popularity and the constructivist educational concept, we mean to ascertain what type of teachers' roles is adopted in English lessons at Czech lower secondary schools. Not only we are interested in teachers' role types but also in which teachers' roles are specifically adopted. Notwithstanding, this matter is discussed in the empirical part of the diploma thesis.

1.6 Teacher's profession and new roles in the 21st century

In many aspects, the teacher's profession is a demanding job. Daily, teachers need to deal with two aspects of teaching, which is the subject they are specialized in and the pedagogic-psychological side of their job. Teachers' profession goes through changes despite being one of the most prestigious ones (Průcha, 2017, p. 186). No matter in which decade or century we live in, people still feel the urge to change the educational system. Yet not many people think about how learners have changed.

In the 21st century, teachers face several problems. With changing society, it is believed learners change into more open and freer individuals. For this reason, teachers need to deal with discipline problems more than ever before. In the lessons, the learner's style of communication without a doubt changed and Kyriacou (1996, pp. 97-98) speaks about learners' reasons to inappropriate behaviour and demotivation. Even though Kyriacou's reasons originated at the end of the 20th century, data from National Centre for Educational Statistics say that 40 % of teachers face learners' challenging problems. This behaviour adversely affects the learning process (Norazman, 2019, p. 23). According to Kyriacou (1996, pp. 97-98) learners are usually:

- bored
- exposed to long-term mental activity
- unable to fulfil given task
- expressing social behaviour
- not confident enough in their schoolwork
- experiencing emotional problems
- having wrong attitudes
- not threatened by negative consequences because there are not any

The key to discipline in the classroom is for learners to accept the teacher's position. Therefore, they accept the teacher's competence to lead learners' behaviour and education (Kyriacou, 1996, p. 99). This supposed ongoing phenomenon is connected to the other part of today's education which is motivation. Naturally, society wants teachers to be professionals in their fields of study and experts in teaching. However, there are authors (Kohoutek, 2008; Amin, 2016), who believe that society does not see learners these days are not as motivated as they used to be.

Regarding decreased motivation, Kohoutek (2008, p. 12) alleges that today's education is not about acquiring knowledge. Teachers need to show children how to create mental techniques which are specific, effective, and useful in the real life. We strongly believe that Kohoutek is trying to say that today's teachers are required to educate, raise, inspire, and motivate. This belief is confirmed by Amin (2016, p. 40), who claims that previous generations were consciously driven to study, so meaning that they had strong inner motivation. On the other hand, today's generation is motivated by its life interest, emotions, and engagement matter rather than by studying (Amin, 2016, p. 40).

Yet, motivation is not negligible in the learning and teaching process. As Purnama et. al (2019, p. 6) state: „*Motivation is the influential factor in the learning activity. Without motivation, goals of learning are hard to be achieved because the students' effort and desire affect the learners in achieve the learning goals.*” Therefore, we may deduce that today's teachers need to adopt the **motivator's role**.

Recent studies show that teachers' new roles might also have come with huge innovations in Information and Communication Technologies (ICT). During 21st century ICT developed rapidly, and the development continues. Incorporating ICT into various educational contexts brings changes to teaching and learning (Huang, 2018, p. 3). A broader perspective was adopted by Salehi (2012, p. 40), who argues that these days, technology is used as means to develop different language skills, so English teachers often face new practices in their subject. Although English teachers are used to subjecting innovations, they are not so fond of new ideas. Despite the fact, that the use of technology in language lessons is practiced since the 1960s utilizing televisions, tapes, or video recorders.

Integrating ICT into learning has its benefits, barriers, and challenges. Using ICT enhances learners' creativity, independence, ICT literacy and language competence. Nevertheless, technology may support cheating, lack of confidence among learners, decreased level of interaction between teacher and learners and among learners and finally, obstructions for teachers (Joseph 2012, pp. 431-432).

Whether we decide to utilize ICT in lessons or not, we cannot avoid that completely anymore. The past decade has seen the rapid development of ICT in many ways. Ansari and Malik (2013, p. 64) point to a survey conducted by Henry J. Kaiser, who explored rapid development and ICT changes. Kaiser discovered that children from 8 to 18 are constantly multi-tasking as they via ICT listen to music, instantly message their friends, etc.

What is more, Ansari and Malik talk about Dr. Welsch's statement in which he says that these tools need to be used positively and request proper guidance for children to do so.

Our assumption of the ongoing urgency of the issue supports Jansen (2015, p.1): *"The world children grow up in today is increasingly multimodal due to ever new technologies Okeke, Van Wyk & Phasha researchers argue that these technologies shape what it means to be literate in the 21st century as it continues to impact on how information is communicated and exchanged"*. Therefore, we may state that in the 21st century, teachers should be able to adopt **the role of ICT literates** so they can keep pace with the world and most importantly, their learners' needs.

1.6.1 Online teacher's roles and Covid – 19 pandemics

However, there is a certain reason why we speak about ICT literacy roles among teachers and why we believe teachers should be educated in this field. The coronavirus pandemic in 2020 caused the whole educational process to need to be transferred into an online environment as learners were not allowed to leave their homes. This made the whole world reconsider their educational system, ICT possibilities and we believe in teachers' roles as well.

Even, before the pandemic started, some pieces of study provided information about online teachers' roles. Based on Baran's et al. (2011, p. 425) research of literature, it is stated that generally experts agree on face-to-face learning differs from online learning and therefore it needs to have its own pedagogy.

In the past 25 years, a number of researchers have sought to determine online teachers' roles. To put it chronologically, Berge (1995, p. 3) defines four roles the online teacher adopts:

- Pedagogical – presents the role of educational facilitator realized by asking questions and probing for learners' answers developing critical thinking
- Social – teacher creates a friendly and social environment and at the same time supports cooperation
- Managerial – this role is the essence of rules, norms for decision-making, timetable and objectives for discussion
- Technical – this role endeavours to say that teacher needs to feel comfortable with the platform and the system his dealing with

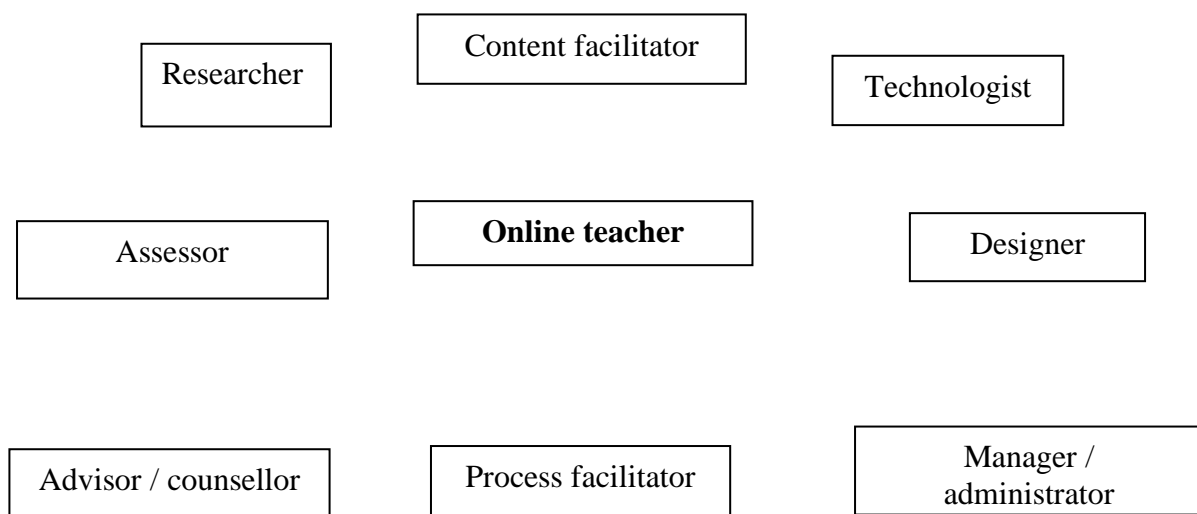
Seven years later, Coppola et al. (2002, p. 169) hold a similar point of view as Berge and focus on the roles of virtual professors. Unlike Berge, Coppola omits the pedagogical aspect of online teaching and establishes three main online teachers' roles.

These are:

- Cognitive role – it focuses on mental processing, e.g.: information storage, thinking
- Affective role – it targets influencing the relationship between learners, teacher and learners and the classroom atmosphere
- Managerial role – it involves class and lesson management

As we can see, Coppola's et al. roles match with teachers' roles in face-to-face classes. Even though teachers' roles in an online environment may differ, it may be noted that there are teachers' roles that can be applied to both environments. Additionally, Kulp (1999) asserts there are online teachers' skills that are in congruence with face-to-face ones, such as subject expertise, pedagogical expertise, or technological skills.

Moving on to different points of view, Goodyear (2001, p. 69) presents his overview of teachers' roles. He says there are eight roles teachers adopt in the online environment.



Nevertheless, Goodyear's online teacher's roles list shows us, his summary does not significantly differ from teachers' roles in a classroom environment. So far, he adds one additional role of technologist, and the rest remains the same.

To conclude our online teacher's roles overview, more recently Bawane and Spector (2009, p. 390) summarized online teacher's roles available in the literature, excluded overlapping cases and made a list of eight teacher's roles categories.

- 1) Professional role
- 2) Pedagogical role
- 3) Social role
- 4) Evaluator role
- 5) Administrator role
- 6) Technologist role
- 7) Advisor / counsellor role
- 8) Researcher role

According to a variety of authors (Berge, 1995; Kulp, 1999; Goodyear, 2001; Coppola et al., 2002; Bawane and Spector, 2009; and Baran et al., 2011), it is obvious that learning and teaching online is not a new phenomenon. It is relevant fact to point out, that this type of education usually does not take into account children as learners, because it usually concerns adults. There are several pieces of study on how the pandemic of covid influenced education regarding the teacher's stress, the impact of the pandemic on families or learners, behavioural and cognitive changes among learners and many more. Nonetheless, teachers' roles in Covid – 19 pandemic and studies dealing with this topic occur sparsely, if at all.

However, there are recent studies that tell us about changes in teachers' work during the covid pandemic. To demonstrate, the Czech School Inspection report states, that during covid pandemic teachers had little time to prepare study materials for the online environment (ČŠI, 2020a).

Other changes are connected directly to using digital technology. Czech school inspection report also shows that Czech teachers have low competencies when it comes to using ICT and almost half of them felt they needed support. It is clear, in that case, the Czech education system was methodically unprepared despite our today's emphasis on digitalization. Regarding almost one year of online teaching, there was a significant development in those types of teacher competencies (ČŠI, 2020a; ČŠI, 2021b).

Additionally, teachers had to react to demotivated learners or learners who struggled with using ICT. Teachers were supposed to be able to help if any technical problems occurred (ČŠI, 2020b, Rokos & Vančura, 2020). From the social point of view, Dopita and Vrána (2021) mention that during online teaching, social bonds were weakened or disappeared as most of the interaction was done via the internet or mobile phone.

As a result, our aim is to investigate which teacher's roles were applied in distance learning, if the roles of online teachers were the same as we stated in the theoretical part of the thesis and if the roles differed in comparison with face-to-face teaching. Authors supposedly agree on online teachers' roles and face-to-face teachers' roles are different which is supported by Czech authors who confirm the change in teachers' work during the pandemic as online teachers. However, the precise examination of this matter will be thoroughly discussed in the empirical part of this diploma thesis.

To summarize, as we already suggested, a teacher's profession and its daily routine transformed rapidly simultaneously with the dynamic society and the changes we live in today. Jan (2017, p. 51) characterizes 21st century teacher as a person who needs to take into account what their learners need and prepare them for future challenges. He believes that a teacher's job is considered to be complex and demanding. That is why he claims that to build a good teaching force, it is important to have a quality professional development program for the teachers.

Ansari and Malik (2013, pp. 61, 66) provide more complex explanation. In their opinion, the teacher is obligated to fulfil the goals of both parents and students. Parents expect the teacher to prepare their children for the future goals and snare. Society expects teachers to help children to become independent and self-regulated learners. They point to the 21st century aspect of learning though. These authors believe that traditional teaching with chalk and prepared lecture is gone. Their role as teachers happened to change quickly as the pacing world around them and they need to adjust to it. Because what they learned in school could no longer be enough. Teachers need to have a diverse set of skills; they need to widen their horizons to keep pace with our immense world of science and technology.

Liu and Low (2015, pp. 1,3) state that in the 21st century there is a demand for developing multiple intelligences and holistic education for learners to be enabled to reach their maximum potential. Educational environments of the 21st century should be filled with places, ideas and people who are technologically driven, often on a virtual rather than on a physical basis. The teacher is responsible for such an environment. Liu and Low believe that teacher is no longer one-subject professional. The centre of his attention is the student, and he takes responsibility and custody for preserving values that are cherished by society. That is why they hold an opinion people who apply to be teachers should be carefully selected, to raise standards in their recruitment and increase ongoing professional development and quality.

2 Learner

The learner can be either someone who is being educated regardless of age, hence learner can be a child, an adolescent, or an adult. Or as a learner is considered a child who attends elementary and lower secondary school (Průcha, Walterová, Mareš, 2009, p. 389).

2.1 Psychological and pedagogical development

Our research is focused on lower secondary school learners, which Langmeier and Krejčířová (2006, p. 143) call the first stage of puberty or “*pubescence phase*” which children experience between 11 to 15 years of age. On the other hand, Obst (2016, p. 22) speaks about the phase of “*pubescence with prepuberty phase*” which occurs between the age of 11 and 13 years old and “*puberty*” which is marked from 13 to 15 years of age.

The prepuberty phase is characterized by vitality, impetuosity, and increased activity. These features demand a teacher who is energetic, fond of children and tolerant of the manifestation of these features. If a discipline problem occurs, it is important to take into consideration that it is normal and after overcoming this period of psychological development, it vanishes (Obst, 2016, p. 22).

Unlike the prepuberty phase, which is viewed as optimistic and energetic, the puberty phase itself brings individuals to introversion. Learners in puberty have an inner need for emotional stimuli and this increased emotional sensibility should be accepted by authorities, as learners at that age demand a sensible and discreet approach (Obst, 2016, p. 22).

2.2 Cognitive development

At that age, we may observe several changes and improvements in children’s thinking (Langmeier, Krejčířová, 2006, pp. 150-152). The first point worth mentioning is that children start to operate with more general and abstract points, e.g.: justice, right, or truth. This corresponds to Piaget’s theory which is based on operational structures and their stages. With that level of development matches his fourth stage of learning. Piaget (1964, pp. 177-178) presumes in that stage “...*child reaches the level of what I call formal or hypothetic – deductive operations, that is he can now reason on hypotheses, and not only on objects. He constructs new operations, operations of propositional logic and not simply the operations of classes, relations and numbers.*” Piaget’s theory is connected to the next improvement Langmeier and Krejčířová mention. The pubescent child is not satisfied with a simple solution. He or she tries to find other solutions, makes hypotheses and gradually accepts or rejects them.

Moreover, these authors say that children can create presumptions that are not based on non-real occurrences as well as using logical operations without specified content. Pubescents are prone to philosophical speculations, too.

Nevertheless, the new way of thinking – formal abstract – is a presumption for understanding many school subjects. Consequently, it is the core of every scientific work and modern society's organization. This way of thinking allows learners critical attitude both to thoughts of theirs or others, and it is no longer satisfied with the seen or heard. It distinguishes between assumption and facts and if the assumption is proven wrong formal–abstract thinking allows the individual to replace it (Langmeier, Krejčířová, 2006, p. 152).

By these statements, Macek (1999, p. 58) adds that there is aroused ability to think about current possibilities, each problem's solution, and awareness of competence and effectiveness when dealing with the problem.

Langmaier (1983) in Obst (2016, p. 23) summarizes cognitive development in five points:

- 1) Individual is able to work with general and abstract terms. The learner is able to slowly abandon illustrative templates and work on the level of symbolic thinking. Just now, the individual understands terms such as justice, truth, law, etc.
- 2) Learner is not satisfied only with one solution. The individual seeks alternative solutions and makes systematic assessments and evaluations.
- 3) Puberty brings the ability to create assumptions that are not based on reality. Learner compares fantasy to reality. It is a stadium of critical assessment of people's behaviour compared to speculative norms.
- 4) In puberty, the child can apply logical operations and deduce the right conclusion without specific support. This thinking is essential to understanding algebra and the laws of physics or chemistry.
- 5) Children in puberty can think of thinking and make a judgement about judgment.

In adolescence, learner – teacher relationship depends on the learner's relationship with the subject. In general, girls tend to have better relations with teachers and schools than boys. Unlike girls who prefer teachers' personal and pedagogical characteristics, e.g.: appearance, relationship with learners, willingness to give a piece of advice and many others, boys determine their attitude according to teacher's didactic characteristics (Kohoutek, 2002, p. 280).

EMPIRICAL PART

The theoretical part of this diploma thesis was divided into two parts. The first part focused on the teacher. It introduced the teacher in terms of their definition, profession and their roles.

Considering that teachers' roles are the topic of the thesis, the next chapter follows the brief lists of teachers' roles and expands the topic further starting with the historical backgrounds of teachers' roles in general. The following chapter still dealt with the teachers' roles from the historical point of view but this time, it described specific methods used in English lessons in the past. The last chapter of the first part discussed new teachers' roles in the 21st century. Its focus was online teaching before and after the pandemic of Covid – 19. As learners are the other essential part of the teaching process, the second part of the theoretical part aimed to shortly describe the learner. It briefly explained their psychological, pedagogical and cognitive development so we could better understand the process they were going through.

3 The aims of the empirical part

The empirical part of this project aims to find out how English teachers at lower secondary schools perceive teacher roles, which roles they adopt and how are teachers' roles perceived by their learners.

3.1 Particular aims

- to describe how teachers perceive their roles
- to identify which teacher's roles are the most frequent ones present in lessons
- to discover whether there is a difference between English teachers' roles at lower-secondary grammar schools and lower-secondary schools
- to find out whether English teachers adopt roles not mentioned in the literature
- to discover if teacher's roles have transformed during their pedagogical practice
- to analyze if or how teacher's roles changed during a covid pandemic
- to describe teachers' perception of ICT in lessons
- to identify the teacher's position in the class

4 The methods of the research

In our research, we employ both qualitative and quantitative research. Qualitative research is typical for a small number of respondents (Barker, 1999, p. 10) and is represented by an interview in our research. The interview is accompanied by a questionnaire, which is characteristic for collecting data from a large number of subjects (Průcha, 2014, pp. 114 – 115), therefore, it represents the quantitative part of our research.

Usually, we encounter three types of interviews: structured, semi-structured, and unstructured. A structured interview was chosen since it comprises a sequence of fixed questions, easily localized topics and it minimizes the interviewer's influence on the interviewee (Hendl, 2005, 166 -181). According to Miovský (2006, p. 162), the structured interview has advantages in the field of social psychology and other fields where interpersonal comparing is required. He adds that, since a structured interview is very similar to a questionnaire, it allows the researcher to quantify qualitative data. Hendl (2005, pp. 173 – 174) contributes to advantages stating that structured interviews are convenient when the researcher has limited time or cannot repeat the interview. However, both Miovský and Hendl agree that structured interview provides only a little space for respondents to fully express themselves.

To record the interviews, it is important to first obtain participants' consent and inform them about the intentions to use the gained data; the purpose of the research, its expected results, and the topic's overview ought to be clearly explained to the communication partner. Additionally, the anonymity of all participants and people mentioned in the research must be ensured (Švaříček et al., 2007, pp. 62–165).

4.1 The structure of the interview

The main research method of this diploma thesis is a structured interview, which contains sixteen questions. The first five questions offer the respondents space to answer freely without any given options. The following six questions are based on the list of teachers' roles handed to the teachers during the interview. In the last four questions, teachers again express their own opinions. The last question provides respondents with space to add any comments they wish.

The first three questions focus on general information about the teachers. The following two questions target teachers' opinions, inquiring about their own definition of a teacher (Q₄) and their views on which roles English teachers at lower-secondary schools adopt (Q₅).

To answer questions six to eleven, teachers are handed a list of teachers' roles which was based on Czech and foreign literature. Based on that list, teachers are asked to share which roles they think they adopt, which roles are the most frequently adopted by teachers in their classes and whether they would expand the list or omit any of the roles mentioned. These questions also target changes in teachers' roles in general (Q₁₀) and consequently about the covid pandemic (Q₁₁). Questions twelve and thirteen deal with the integration of ICT in the lessons and learners' motivation to learn in English lessons.

The end of the interview focuses on the historical background. Teachers are presented with a very brief overview of the evolution of teachers' position in the class and today's teaching approach. Teachers then decide whether they agree on utterance or not (Q₁₄) and state their judgement if today's school conception is more teacher or learner-oriented and why (Q₁₅). In the last question (Q₁₆), teachers can add any comment they have in mind.

4.2 The structure of the questionnaire

As a supplementary research method, we used a semi-structured questionnaire. Generally, questionnaires are most frequently used in pedagogy, psychology, or sociology or the research of public opinion. Under the term questionnaire, as defined by Průcha (1995, p.43) we understand the process of gathering information by using questions. Generally, questionnaires are most frequently used in pedagogy, psychology, sociology, or public opinion research. Types of questionnaires are in congruence with types of interviews, dividing them into structured, semi-structured and unstructured types of questionnaires. In the semi-structured questionnaire, a respondent is given several questions but does not have to follow their order (Reichel, 2009, pp. 118 – 119). Seeing as our questionnaires were distributed among learners at the lower-secondary schools, semi-structured questionnaires were selected as the best option since they give learners specific questions but allow them certain freedom in their answers.

Seeing the benefits of complementing teachers' statements with their learners' opinions, both an interview and a questionnaire were used in the practical part of the thesis. By combing interviews and questionnaires we believe to have increased the validity and reliability of the results. It also deepened our understanding of both sides. The questionnaire contained fourteen questions which were similar to questions in the interview but were adjusted to learners' age.

5 Respondents

The interview was done with eight qualified English teachers, and it was conducted in the Czech language. As the interview was intended to be anonymous, each teacher was given a number from one to eight. While filling in the questionnaire, learners mark their teacher based on the assigned number. The questionnaire was distributed among 120 learners from lower-secondary schools and grammar schools. They completed the questionnaires online via Google Forms and they filled out them anonymously.

6 The description of the research procedure

First, it was necessary to test whether the interview and questionnaire questions are intelligible to their recipients. For this purpose, one teacher with almost 30 years of teaching experience

and one learner of the same age as the targeted learners were asked to partake in beta testing of the interview and the questionnaire. This attempt proved to be successful and both teacher and learner confirmed that our research methods were used in a comprehensible manner. After that, the questionnaire was uploaded online via Google forms and several English teachers were contacted. They were asked if they were willing to share the questionnaire with their learners and, subsequently, answer some of the questions themselves. All teachers were given the author's email address and phone number to prevent any problems.

Overall, the research itself was done at the end of the school year and it went relatively quickly. Within one month, all data needed were collected. On average, each interview took approximately 15 minutes and teachers reported that the completion of the questionnaire took about the same time.

7 Data analysis

7.1 Interviews' interpretation and analysis

First, eight interviews were conducted with qualified English teachers. There are five main categories:

- general information about the teacher
- teacher's characteristics and their roles from the respondent's point of view
- teacher's roles gathered from the literature and additional questions:
 - roles applied in English teachers' lessons
 - dominant roles in English teachers' lessons
 - redundant roles in English teachers' lessons
 - alleged teachers' roles missing in the literature
- expected teacher's roles (connected to ICT literacy and learners' motivation)
- teacher's roles from the historical perspective and current situation

In this part of the diploma thesis, there are collected teachers' answers to the questions from the interview. The example of one whole interview with Teacher 6 is transcribed in the appendix.

7.1.1 TEACHER 1

Teacher 1 teaches at a lower-secondary school, and she is finishing her first year of teaching. She defines a teacher as somebody who conveys knowledge, engages learners in learning and motivates them to learn on their own, not only at school. In her opinion, teachers' roles are to motivate children, create materials, maintain discipline and explain things.

Upon being given a list of teacher's roles², she states that in her English lessons, she believes she adopts the roles of provider of knowledge and experience, adviser and supporter, designer and creator, social and cultivational model and a prompter. Nevertheless, she says that being a provider of knowledge and experience is the dominant teacher's role that occurs in her lessons. Teacher 1 does not think any of the listed roles could be omitted, nor would she add any.

Even though Teacher 1 has had only one year of pedagogical practice, she feels that her roles in the lessons have changed. When speaking about her beginnings, she claims she used to create more study materials, which does not happen too often nowadays. Instead, Teacher 1 relies on the textbook more. Besides this, she mentions that her motivation to teach has decreased throughout the school year. The next question was focused on the change of teachers' roles during a pandemic, but since Teacher 1 did not teach during the pandemic, this question could not be answered. Teacher 1 believes the pandemic's impacts can be seen in today's form of education regard to using ICT in lessons. Generally, from the Teacher's 1 point of view, using ICT is beneficial and important as it amuses and activates children in English lessons. She feels that the pandemic changed her perception of ICT because now she apprehends ICT as a more natural part of her life. As an example, she speaks about frequent communication with learners via online platforms or assigning homework online.

As far as learners' motivation is concerned, Teacher 1 confides that she shares the literature's belief that learners are demotivated. She states that children are "absolutely uninterested in anything". Furthermore, according to Teacher 1, learners seem to be appreciative only of their mobile phones. She then compares the current situation to her school years where watching a movie was considered a reward, which she believes is something rather aggravating today's learners.

Teacher 1 agrees with the notion that in the current educational system teacher functions both as a leader and advisor in the classroom functions. However, she supposes that English lessons at Czech lower-secondary schools are planned in a way that respects the requirements of ŠVP because teachers must obey them.

7.1.2 TEACHER 2

Teacher 2 teaches at a lower-secondary grammar school and has spent 20 years at school as a teacher, 6 years of maternity leave included. Regarding the definition of a teacher, Teacher 2 describes this term as a person who introduces new topics and pushes learners to achieve better

² The interview with teacher's roles is also listed in the appendix.

results, but also as someone who is the learner's companion in lessons. She specifically mentions that she does not hold the view of authoritative teaching. Regarding the teacher's roles, Teacher 2 speaks about being an introducer of language study at lower-secondary grammar school, because she presumes lower-secondary schools' approach to language study is a bit different.

From the listed teacher's roles, she believes she adopts every role in her English lessons, being a provider of knowledge and experience, an adviser and supporter, a designer and creator, a diagnostician and clinician, a reflective assessor, a classroom and school manager, a social and cultivational model, a controller and prompter. Teacher 2 says that in her English lessons, she is predominantly the provider of knowledge and experience, the advisor and the supporter, the controller, and the prompter. She does not think that any of the stated teacher's roles is needless; however, she alleges that the role of designer and creator is not needed as many materials can be found in literature or online. At the end of this part of the interview, Teacher 2 adds that our **literature overview of teachers' roles lacks the role of ICT literates.**

During her pedagogical practice, Teacher 2 has noticed some changes in her roles. Nowadays, she is more often a classroom diagnostician and utilizes reflexive assessment. Moreover, Teacher 2 shares her experience regarding the change in teachers' roles during the pandemic. She talks about the partnership between her and her learners and draws attention to the fact that this partnership was more equal during online teaching than in regular classes. She remembers how they helped and supported each other without learners taking advantage of any of their teacher's weaknesses. Teacher 2 notes that at the beginning of online teaching, learners helped her to use ICT as she struggled with it and that is why she believes their relationships have strengthened.

It should be noted that even though Teacher 2 initially struggled with ICT, her perception of it now differs radically. She no longer rejects it and tries to engage ICT in her English lessons as well. Furthermore, she adds that lessons can be taught more interestingly and effectively thanks to ICT. Speaking of learners' motivation in English lessons, Teacher 2 notices learners' demotivation in learning grammar.

As Teacher 2 mentioned at the interview's beginning, she is more comfortable in the role of facilitator in lessons. She agrees that the current educational system combines the teacher's dominant role and the facilitator's role in lessons. Nevertheless, Teacher 2 notes that this usually depends on the teachers and their boundaries. She imparts her learners may believe that lessons

are taught according to their needs, but eventually, it follows the needs of the teacher and utilizes textbooks.

7.1.3 TEACHER 3

Teacher 3 has spent 3 years of teaching practice at a lower-secondary grammar school. When it comes to a teacher's definition, he notes that in today's concept, the teacher is a cheerleader who tries to engage learners in learning. Consequently, Teacher 3 holds the view that the teachers' roles are the same as the teacher's definition, therefore teacher is not just a person who conveys information or knowledge, but rather somebody who endeavours to make children want to learn on their own. The teacher may tell learners about grammar or interesting vocabulary, but from the Teacher's 3 point of view, their primary goal is to motivate learners to learn.

After assessing the list of teachers' roles provided to Teacher 3, he proclaims he adopts almost every teacher's role besides the role of designer and creator and controller. Otherwise, in his English lessons, he functions as a provider of knowledge and experience, adviser and supporter, diagnostician and clinician, reflective assessor, classroom and school manager, social and cultivational model, and prompter. Teacher 3 presumes that his English lessons are mainly based on his role of provider of knowledge and experience, adviser and supporter, and social and cultivational model. When asked whether he thought about some teachers' roles as unnecessary, Teacher 3 answered that **he did not think English lessons needed teachers to be a designer and creators**. According to Teacher 3, there are abundant resources of English teaching materials, and thus it is unnecessary for teachers to create their own. Conversely, regarding all listed teacher's roles, Teacher 3 does not think the list lacks any other role.

Teacher 3 does not believe his roles have changed during teaching practice, but he notes that his roles were certainly impacted by covid pandemic. As there were no public events and learners could not go to school, he did not have to adopt the role of classroom and school manager. He comments on his colleagues, saying that he has noticed some of them had problems with digitalization and creating materials because there are different levels of ICT literacy at their schools. Other than that, Teacher 3 believes that his teachers' roles remained the same.

Teacher 3 is not only an English teacher but also an ICT teacher, though he claims he uses ICT in his English lessons rather sparsely. He perceives ICT positively regardless of online teaching and says that due to the pandemic, he and his colleagues have learnt to save more paper by

uploading many materials or tests online even now. However, Teacher 3 claims that his learners use an ICT maximum twice a month.

The data gathered in the theoretical part of this diploma thesis suggest that learners' motivation for learning English is decreasing. A notion, with which Teacher 3 wholeheartedly disagrees. He avers that English has become a big part of learners' everyday life, namely by watching TV series, reading books, or listening to songs; thus, he is of the opinion they can see future benefits from learning it.

Teacher 3 thinks that teachers today are important figures in the class, but they do not dominate the classroom environment, as proposed by the constructivist educational system. Additionally, he discusses learners' different English levels and also talks about difficulties he faces when having to adjust the lessons to every learner's needs. Based on these grounds, Teacher 3 claims that English lessons respect the teacher's needs rather than the learners.

7.1.4 TEACHER 4

Moving on to Teacher 4, who has been teaching at lower-secondary school for 13 years with 3 years spent on maternity leave. Regarding the teacher's definition, Teacher 4 mentions that she has recently needed to reconsider her opinion. She sees the teacher as a mentor or a guide, who helps children to discover for themselves how to learn., Teacher 4 elaborates that in her opinion, the teacher is mainly a tutor who raises young learners. She proclaims it might be learners' belief that English teachers also function as dictionaries, but she does not assume this role in her lessons. Teacher 4 opines that the teacher's roles are to provide life or language experience and to be there for children; to be the person children can rely on and can come to when they are troubled.

When asked about teacher's roles presented by literature, Teacher 4 answers that in her English lessons she adopts every listed teacher's role. In her opinion, she is a provider of knowledge and experience, adviser and supporter, designer and creator, diagnostician and clinician, reflective assessor, classroom and school manager, social and cultivational model, controller and prompter. Similarly to Teachers 1, 2, and 3, she reiterates that the role of provider knowledge and experience and the role of adviser and supporter are the ones that dominate in her lessons. Furthermore, in Teacher 4 the roles of social and cultivational model, prompter and controller prevail in her English lessons as well. Teacher 4 believes that every stated teacher's role has its purpose and for that reason, she would not exclude any and prefers the list of teacher's roles as it is.

Teacher 4 also mentions changes that happened during her pedagogical practice. In her career, she intended to be mainly the source of information, but over time, she feels that now her priority is children. She has a feeling that in her English classes, she predominantly supports, gives advice, monitors, and encourages children, and information and knowledge are a secondary part of lessons. As Teacher 4 continues to speak about changes in her roles, she says that the pandemic only amplified this major change. She remembers that her learners wanted to talk about things other than school and the psychological aspect dominated their online English lessons.

As the interview moves onto the debate on pandemics and ICT, Teacher 4 admits that pandemic certainly altered her perception of ICT in a positive way. She had to get acquainted with it and now she feels she wants to implement it in her English lessons as well. However, she adds the school she teaches at does not have the needed equipment to do so. She would very much like to assign homework via the internet and work online more, but the school's conditions are not in favour of it. As for the learners' motivation to learn English, Teacher 4 does not think that learners are demotivated; on the contrary, she believes that due to the omnipresence of English in the online environment, mainly on social networks, children are used to such a degree that they consider school a place where they can develop their skills to learn more about the topics they are interested in but do not understand well enough yet.

The next debate revolves around the teacher's role in the classroom and whether teachers today are both facilitators and leaders at the same time. Teacher 4 shares this belief and tries to implement it in her English lessons as well. She holds the opinion that today's English lessons at Czech lower-secondary schools are adjusted to teachers' needs, and they want and do not want to do.

7.1.5 TEACHER 5

A teacher with an assigned number five is a teacher who has been teaching at a lower-secondary school for 13 years. Teacher 5 describes a teacher as a person who educates, informs, and raises children. In his view, the teacher's roles include an information provider, a supporter, a result-oriented person, an organizer, and an instructions provider.

Regarding the list of teachers' roles, Teacher 5 states that he adopts every teacher's role in his English lessons. He works as a provider of knowledge and experience, adviser and supporter, designer and creator, diagnostician and clinician, reflective assessor, classroom, and school manager, social and cultivational model, controller and prompter. Teacher 5 confesses that his

major role in English lessons is a controller, in spite of the fact he aims to give his learners more autonomy. In Teacher 5's view, being the provider of knowledge and experience is a matter of course when it comes to his English lessons. The rest of the teachers' roles are – in his English lessons– in balance. Teacher 5 believes that teachers should adopt every role from the list, but he lacks some. **He suggests that teachers should also be moderators**, i.e. somebody who connects learners and creates conditions for a debate without fear of participation in.

Answering the question about changes in his pedagogical career, he mentions a similar change as Teacher 4. Both Teacher 4 and Teacher 5 state that in their pedagogical beginnings, they intended to be mainly the source of information. Nevertheless, their attitude has transformed and now they often neglect the role of an information provider, and they prefer to be a social and cultivational model. Teacher 5 adds that he used to be the main figure in his lessons, but now he endeavours to be more of a listener, and he adjusts his English lessons to learners' needs. Unlike Teacher 4, Teacher 5 reports that during the Covid pandemic he was mainly a provider of knowledge and experience. He talks about the prevalence of control, assigning tasks and providing feedback., Teacher 5 also reminisces about his attempt to implement all five language skills (reading, listening, writing, speaking) into his English lessons. He remembers it as difficult, but possible.

Teacher 5 shares the same experience as Teacher 2 and Teacher 4. All three teachers report that their perception of ICT changed after the covid pandemic, and they feel that ICT should be a more integral part of the English lesson as well; Teacher 5 opines it plays a major part in learners' life and claims that his perception of ICT has always been positive, nonetheless its valuable influence was fully acknowledged only after the pandemic. As Teacher 5 is inspired by his English lessons, he says that children are motivated to study the language. Nowadays, children are surrounded by English every day and everywhere and Teacher 5 sees this as the main reason why young learners find English attractive. They want to express themselves in English lessons and to show what they know.

Like every teacher before him, Teacher 5 believes that in the present day, teachers are both leaders and advisors in their lessons. However, in Teacher 5's opinion, English teachers at lower-secondary schools follow ŠVP, their lessons are adjusted to their needs, and they do what they want to do without considering their learners' needs.

7.1.6 TEACHER 6

As well as Teacher 2 and Teacher 3, Teacher 6 teaches at lower-secondary grammar school. She is an experienced English teacher with 22 years of pedagogical practice. During that time, she also spent seven and a half years on maternity leave. Speaking of the teacher's definition, she says that a teacher should be a person educated in their field of study who tries to impart their knowledge to the best of their ability. She says these efforts mirror the teacher's personality as well. In Teacher 6's opinion, the teacher should be an open and friendly person, but they should keep their distance from their learners.

Considering teachers' roles, Teacher 6 believes that teachers convey information, raise learners, educate, and guide them. Teacher 6's approach is similar to Teacher 1's and Teacher 4's. At this level of education, she put emphasis on the teacher's relationship with learners. Additionally, she avers that the teacher is a role model as well.

Looking at it, concerning the question regarding the teacher's roles, she tells us that in her English lessons she adopts roles of provider of knowledge and experience, adviser and supporter, diagnostician and clinician, reflective assessor, social and cultivational model, controller, and prompter. Two remaining teacher roles we are left with, she finds debatable. **She does not adopt the role of designer and creator.** Instead of creating new materials, she recycles or revives her old ones. She states that role of classroom and school manager is adopted only if she is a class teacher. Referring to dominant roles in Teacher 6's English lessons, she proclaims she is mainly a prompter and then the provider of knowledge and experience, supporter and advisor, controller. She believes that none of these roles is needless, but she adds that sometimes the role of psychologist might be requisite.

Turning to our next point of the interview, Teacher 6 speaks about the changes in her teaching career. Similarly to Teacher 3, she claims that there have been no notable changes. She says that she endeavours to be more meticulous and cautious about giving feedback and remembering tasks. However, the rest of her teaching routines appear to be the same. Furthermore, there is a general agreement among teachers (Teacher 1 – 5) that covid pandemic brought both positive and negative experiences into their teaching careers. Rather unexpectedly, Teacher 6 considers online teaching better than teaching at school in some ways, and she seems to be more aware of its benefits than the rest of the interviewed teachers. According to Teacher 6, her teacher's roles remained unchanged, apart from the role of reflexive assessor, as there were fewer marks than usual.

As for ICT and its utilization in her English lessons, there is an indication that her perception of it did not change after the covid pandemic. She reports having a positive attitude even before its usage was inevitable. Moving on to the next point of the interview, Teacher 6 shared res general assumption that today's generation is less motivated to study than the previous ones. She talks about English being everywhere and being a great part of learners' life and, as a result, they can get a false impression they already know the language. Nevertheless, she states learners still make basic mistakes and they have greater motivation to do something about it.

Based on the collected answers it can be stated that teachers generally agree with the statement that teachers today combine teacher-centered and facilitator models in their lessons, including Teacher 6. She says that today's English lessons are focused mainly on learners' needs because effective learning of languages is based on them. She considers speaking the main part of English lessons and this cannot be achieved without learners' active participation, so their needs must be respected.

7.1.7 TEACHER 7

Teacher 7 revealed she has been teaching at a lower-secondary school for 29 years. Regarding the definition of a teacher, Teacher 7 says this person must teach something, they need to be educated and present a role model for their learners. At the same time, the teachers must understand children's needs, they must be empathetic and obliging. She says according to her, being a teacher at lower- secondary school is about teaching firm basics and that is what she believes the teachers are there for. In Teacher 7's opinion, the main role of a teacher is to educate children and to make her subjects interesting. She suggests that she often feels she takes on the role of an actor as well.

With regards to the teacher's roles list, Teacher 7 tells us she adopts all roles in her English lessons being a provider of knowledge and experience, adviser and supporter, designer and creator, diagnostician and clinician, reflective assessor, classroom and school manager, social and cultivational model, controller and prompter. Teacher 7 holds the view that the roles of provider knowledge and experience, adviser and supporter, controller and prompter are dominant in her English lessons, same as Teacher 6 has said. She does not believe that the list of teachers' roles contains any useless ones, and she would not change it.

Changes appear to be a significant aspect of a teacher's career as all interviewed teachers except Teachers 3 and 6 reported having experienced some. Teacher 7 seems to share the same experience as Teachers 4 and 5, stating her approach toward children has transformed and she

feels more open to their needs and opinions these days. Moreover, she supposes that when learners registered the change in her behaviour, their attitude towards her has transformed as well. Regarding covid pandemic, Teacher 7 says her **the role of designer and creator** dominated during **online teaching** as their school was rather task-oriented and learners needed to do a lot of assignments at home. Therefore, there were many materials that had to be prepared by English teachers. She claims she tried to take on the roles of advisor, supporter and prompter as well, but she felt quite limited. Teacher 7 says that her perception of ICT was definitely positively influenced by covid pandemic, and she appreciates what she had learnt very much. As of now, she uses online exercises for test practice, warm-ups, or speaking. She also says using ICT in her lessons is convenient to her because it makes her job simpler than it used to be.

Literature leads us to a compelling opinion that today's children are demotivated to learn English at school. Nevertheless, Teacher 7 states that she does not see it that way. When talking about teaching in the past, she comments that back then it was difficult to teach and motivate children to learn English as people did not or could not travel and English was not as widespread as it is now. She then compares it to the present-day situation and recalls how during covid pandemic children watched Netflix and how their motivation to learn English only increased.

Teacher 7 concurs with the statement regarding the current educational system: she believes teachers today are both facilitators and leaders in their lessons. She admits she is not the dominant figure in her English lessons and is influenced by her learners' when it comes to the lessons' content. When asked about the focus of the lesson, Teacher 7 opines that today's English lessons are indisputably led by the needs of the Ministry of Education. She says that teachers are strictly instructed on what they ought to teach and, therefore, learners' needs are not the priority.

7.1.8 TEACHER 8

The last interviewed teacher is Teacher 8 with 19 years of pedagogical practice. She spent 5 years on maternity leave and is currently teaching at a lower-secondary school. Teacher 8's opinion is in congruence with Teacher 7's. She says that teacher is obliged to teach learners something and to raise them. She adds that, at lower-secondary schools, it is important to convince children to study subjects and prepare them for life. Speaking of teachers' roles, she avers that her main role is to teach children the English language. She perceives the role of coordinator as her secondary role because she needs to recognize learners' aptitudes and adjust her lessons accordingly.

Speaking of listed teacher's roles, Teacher 8 agrees with Teacher 2, Teacher 4, Teacher 5, and Teacher 7, claiming she adopts all listed teacher's roles in her English lessons; in other words, Teacher 8 represents the provider of knowledge and experience, adviser and supporter, designer and creator, diagnostician and clinician, reflective assessor, classroom and school manager, social and cultivational model, controller and prompter. She believes that her main role in English lessons is to be the provider of knowledge and experience, and the controller. Teacher 8 admits she does not feel comfortable being a diagnostician and clinician in her English lessons and she would exclude the role from the list. She also claims that the teacher's roles list is sufficient, and she would not add any other role.

Teacher 8 reports the same change as Teachers 4,5 and 7. She adds that her teaching career has been heavily influenced by technological development, and she talks about enormous and fast progress, which Teacher 8 has found quite difficult to adapt to. However, she appreciates it with regard to the covid pandemic. She acknowledges that many roles such as controller or prompter were completely omitted in online teaching. **Teacher 8 reports the same dominance of the designer and creator role as her colleague Teacher 7.** Nonetheless, that was when she saw the perks of fast technological progress. She needed to create a lot of materials, but at the same time, the online environment helped her a lot. Based on what she has said, it can be inferred that she would seek it under normal conditions, too. Overall, she perceives ICT usage in her English lessons positively, but she admits that she came to this conclusion mainly due to the pandemic.

Teacher 8 does not see demotivated children in her English lessons. On the contrary, she says children are highly motivated because they can see the purpose of their learning. Likewise, she does not share the belief that previous generations were motivated more than today's learners. She says that it is noticeable that parents tell their children they need to learn English to succeed in future schools and jobs, and this motivates them the most.

As for the proclamation about the current educational system combining the roles of the leader and the facilitator, Teacher 8 thinks that it is true, and it is applied at Czech schools today. Nevertheless, she also acknowledges it is often dependent on the teacher's personality. She claims that she tries to regularly listen to her learners' needs and does not have a problem adjusting her lessons to them. However, she is under the impression English lessons at Czech secondary schools are predominantly led by teachers' needs. As every teacher (except Teacher 6) said, the teacher has boundaries in the forms of RVP, ŠVP, or Ministry of Education and they must respect them.

Questionnaires' interpretation and analysis

The semi-structured questionnaire is used as a supplementary research method for this diploma thesis. The questionnaire was distributed online by selected English teachers and based on their choice of learners. The Questionnaire contains the same categories as the interview and questions were intended to be as similar as possible to those in the interview. However, they still needed to be altered and simplified for learners' better comprehension.

7.2.1 Q₁: Learners' classes

The answers to Q₁: **Which class do you visit?** can be seen in Figure no. 1. This figure shows that most learners visited 8th grade, in which there were 47 respondents.³ 19 respondents visited 9th grade, and 12 respondents were learners of 7th grade. In total, there were 78 respondents from lower-secondary schools. As the total number of respondents was 120, this shows us that the remaining 42 respondents visited lower-secondary grammar schools. 15 respondents were from the 2nd grade of lower-secondary grammar school (sekunda)⁴. Subsequently, 14 learners were from 1st grade (prima) and 13 learners visited 4th grade (kvarta). However, there were not any respondents from 6th grade or 3rd grade of lower-secondary grammar schools (tercie).

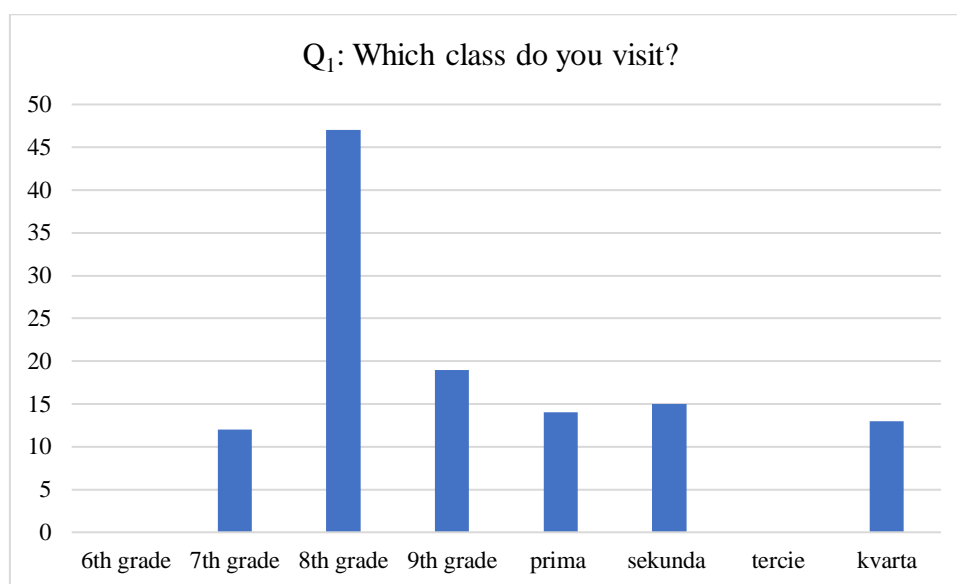


Figure no. 1: Number of respondents

³ Questionnaire's distribution among classes was meant to be as equal as possible. However, teachers chose to distribute it based on the availability and convenience of the classes they taught. That is why the research sample is not balanced. However, this should not have any influence on learners' answers.

⁴ In English speaking countries, there is not an equivalent to these classes' names. Therefore, we decided to keep the Czech name and translate it in way a foreigner can understand it as well.

7.2.2Q₂: Learners' gender

Q₂: You are: male x female? dealt with respondents' gender. Seen from Table no. 1, we know that there was a slight prevalence of girls as out of 120 respondents participating in our research 56 were male and 64 were female respondents.

Gender	No. of obs.	Percentage
Male	64	53.34%
Female	56	46.67%

Table no. 1: The gender structure of the research sample

7.2.3Q₃: Learners' teachers

In questionnaires, learners were supposed to mark their English teacher's assigned number which they were given during the interviews. In **Q₃: The questionnaire is anonymous. Please, choose an assigned number of your English teacher** learners and chose between Teacher 1 to Teacher 8. Figure no. 2 illustrates how many learners belonged to which teacher. Given to results, we can see that most respondents were taught by Teacher 4 with 18 learners and Teacher 1 with 17 learners. 16 respondents stated that their English teacher was Teacher 5, and 15 respondents were taught by Teacher 6. Taking the middle ground, Teachers 3, 7 and 8 asked 14 learners to participate in the research. According to Figure no. 2, the lowest number of respondents was alleged to be Teacher 2 with 12 learners.

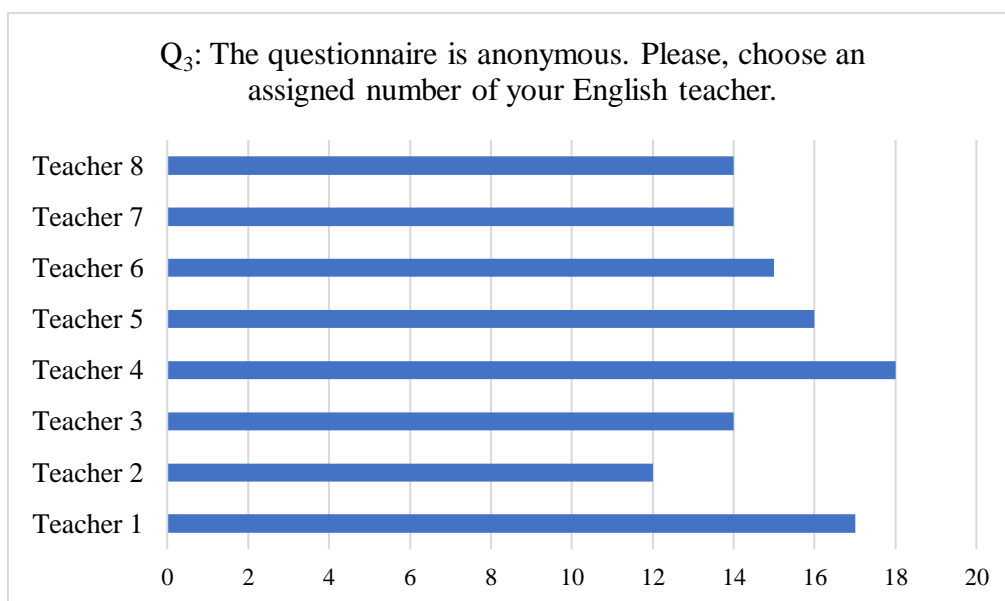


Figure no. 2: Teacher's assigned number

7.2.4Q4: Learners' definition of a teacher

Following Q4: **How would you explain what teacher means to somebody who is not familiar with the term?** indicates that learners have quite diverse opinions about the term “teacher”. We summarized all 120 answers and then created a table of four corresponding categories. As depicted by Table no. 2, learners viewed teachers in 4 basic categories. Data show that 87 learners, which is a vast majority, saw a teacher in their primary teacher's role as a source of information and school worker. 13 learners thought of the teacher from the character point of view whereas 11 learners stated that the teacher is an educated person with a need for further education. The remaining 9 respondents did not fit any from the previous category and were included in the option “other”. In that category, learners depicted a teacher as a coach or as a person who cannot teach but knows the subject.

Teacher is...	Number of answers
...somebody, who teaches at school, educates children, conveys the experience, information, and knowledge	87
...somebody, who is funny, nice, supportive, patient, does not judge	13
... somebody, who is educated and needs to educate further	11
Other	9

Table no. 2: Learners' comprehension of a teacher

7.2.1Q5: Learners' opinion on the roles of English teachers

Similarly, as with the previous question, Q5: **What does an English teacher have to do in their lessons?** targets respondents' personal opinions on teachers' roles. This time, they were supposed to express their opinions about English teachers particularly, not teachers in general. The applied principle was the same as in the previous question. Learners' answers were put together and based on that, a table with 5 categories was designed. Table no. 3 reveals that in 67 cases respondents stated teachers were supposed to communicate in and speak English. Next, in 54 cases it was stated by learners that English teachers were to teach English. When comparing Table no. 2 and Table no.3, it indicates that learners' opinions match regardless of speaking in general terms or speaking in terms of English as a subject. 18 learners putting their

English teacher in the category “To be helpful, patient, and make opportunities for learners to speak”. Subsequently, 17 individuals claimed their English teachers played games with them. 18 learners were in congruence in putting their English teacher in the category “To be helpful, patient, and make opportunities for learners to speak”. From data in Table no. 3, we can see it resulted in the lowest value of children who said their English teachers talked to them in their lessons, which was alleged by 12 respondents.

Teacher’s task	Number of answers
To communicate and speak in English	67
To teach English	54
To be helpful, and patient, and make opportunities for learners to speak	18
To play games, English videos, and films	17
To talk to children	12

Table no. 3: English teacher’s tasks

7.2.1Q6: Learners’ assessment based on literature research – all roles

For the next four following questions, learners were given this list of teacher’s roles:

- A) They are a source of information
- B) They advise their learners and support them
- C) They create new study materials and teaching methods
- D) They communicate with the learners and their parents
- E) They keep a record of their learners’ progress
- F) They are in charge of classroom equipment and school events
- G) They are role models for learners
- H) They manage the classroom and activities taking place during the lesson
- I) They prompt learners to achieve better results

The results are provided in Figure no. 3 are connected to **Q6: Select all activities your English teacher does in your lessons.** This figure shows 107 out of 120 respondents (89.17%) have English teachers who provide information and would advise and support them during the English lesson. 100 learners (83.33%) stated that their English teacher prompted them to achieve better results and 92 learners (76.67%) confirmed their English teachers keep a record

of their learning progress. The option “They communicate with the learners and their parents” was chosen by 82 respondents (68.33%) and 76 respondents (63.33%) stated their English teachers manage the classroom and activities during lessons. In 74 cases (61.67%) learners claimed that their English teachers created new study materials and teaching methods. Data in Figure no. 3 also suggests there are 68 learners who consider their English teachers their role models. The least frequently chosen answer was the option in which learners stated their English teachers were in charge of classroom equipment and school events, selected only by 34 respondents (28.33%).

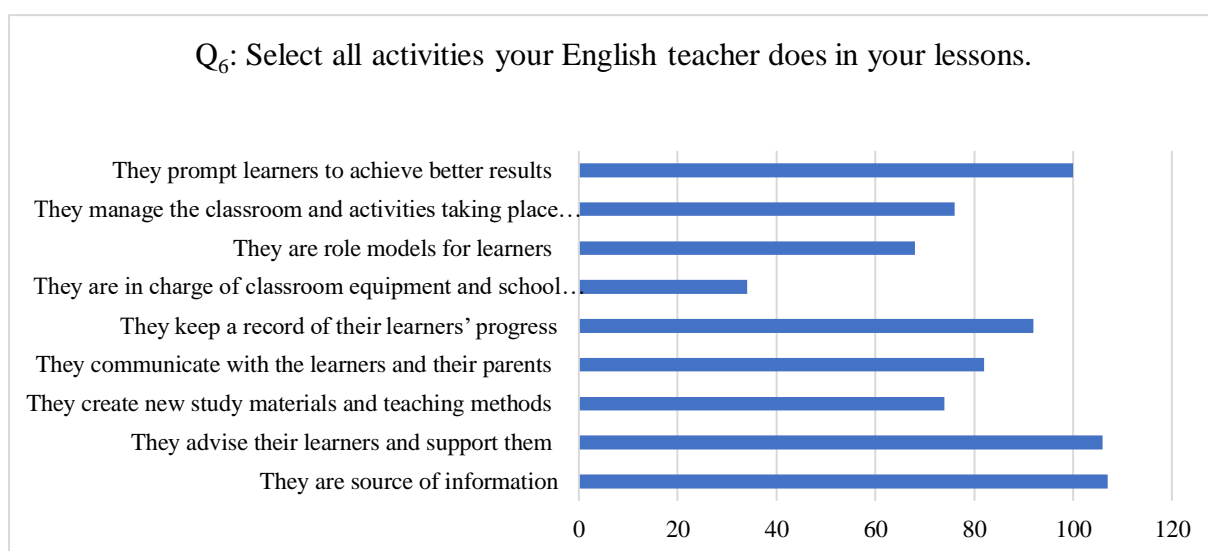


Figure no. 3: English teacher's lesson activities

Question 6: lower-secondary vs. lower-secondary grammar school

In Q₆ we were also interested in possible differences between English teachers' roles at lower-secondary grammar schools and at lower-secondary schools. As learners could pick an unlimited number of options, we are aware of possible discrepancies in the interpretation. Nonetheless, Figure no. 3 indicates that learners mostly claimed their English teacher conveyed information, advised, and supported them. However, a significant difference was spotted in option “They prompt learners to achieve better results”. Respondents at lower-secondary grammar schools opted for this answer in 38 cases, whereas at lower-secondary schools, this option was chosen in 64 cases. Although both Figure no. 4 and Figure no. 5 indicate other teachers' roles were adopted at both schools in the same frequency, we can observe that Figure no. 5 shows learners chose more answers than learners at lower-secondary grammar schools.

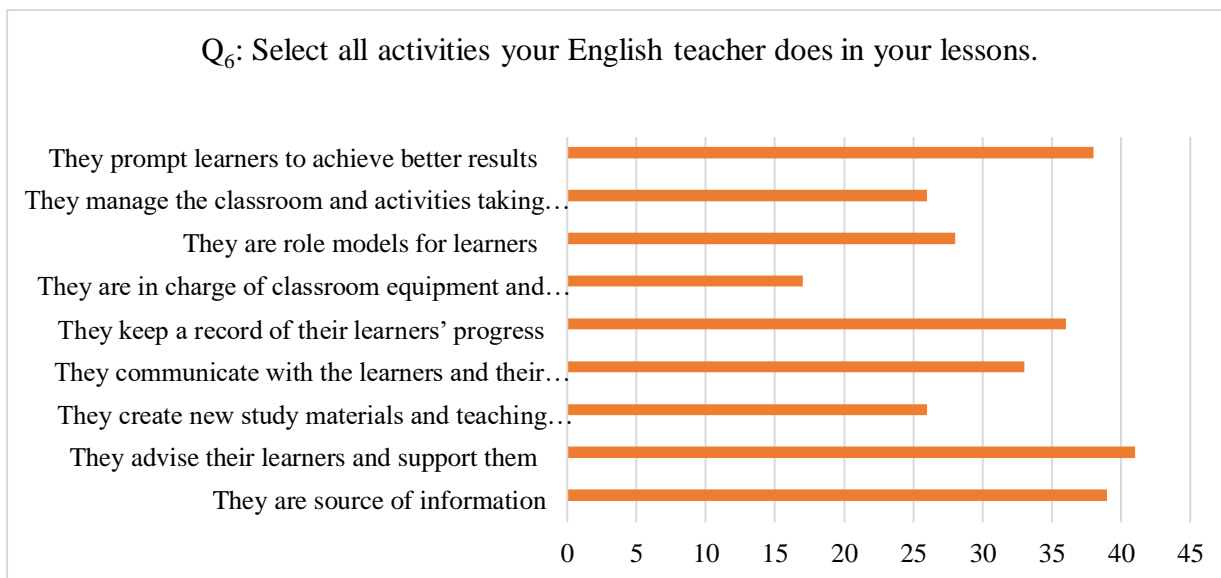


Figure no. 4: English teacher's lesson activities at lower secondary grammar school

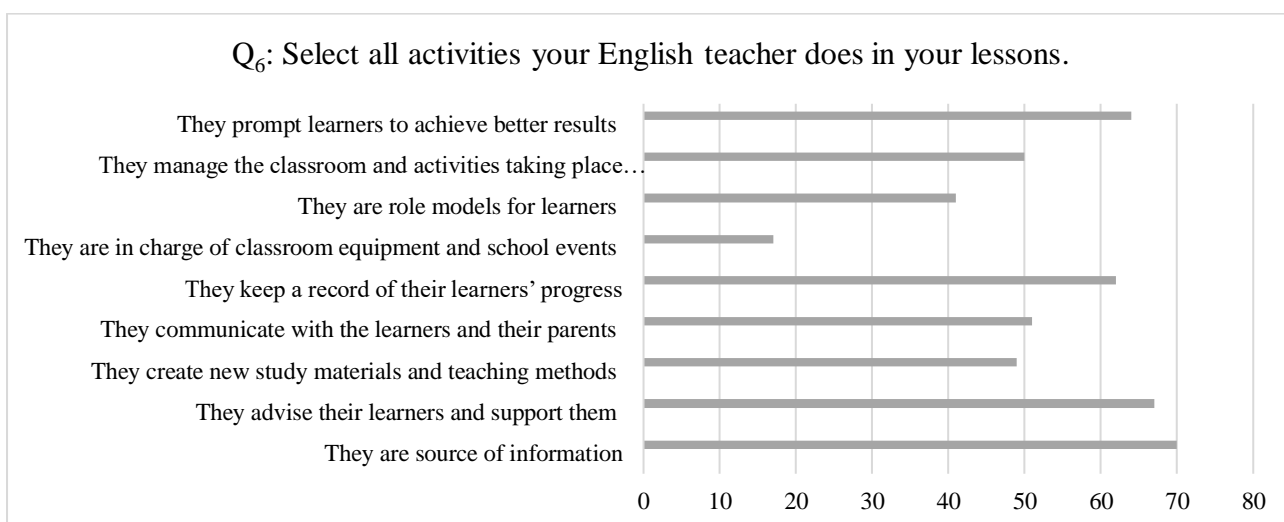


Figure no. 5: English teacher's lesson activities at lower secondary school

7.2.1 Q₇: Learners' assessment based on literature research – most frequent roles
Q₇: Select all roles that are adopted by your English teacher in lessons the most meant to uncover which roles are the most frequently adopted by English teachers according to their learners. As evident in Figure no. 6, English teachers are thought to be predominantly the source of information, which was confirmed by 90 respondents (75.00%). Subsequently, 86 respondents (71.67%) suggested that their English teachers are advisors, supporters, and prompters. 63 respondents believed that their English teachers kept a record of their progress and 48 learners (40.00%) stated their English teachers often invented new study materials and teaching methods. According to Figure no. 6, 43 respondents (35.83%) were under the impression that their English teachers were often classroom and activities managers as well as

communicators. A slightly lower number of 38 respondents (31.67%) stated that their English teacher presented a role model to them. The least frequently chosen answer “they are in charge of classroom equipment and school events” appeared only in 34 cases (28.33%) and is in accordance with the results of the consequent Q₈ where respondents expressed an opinion the teacher’s role is not needed in the English lessons.

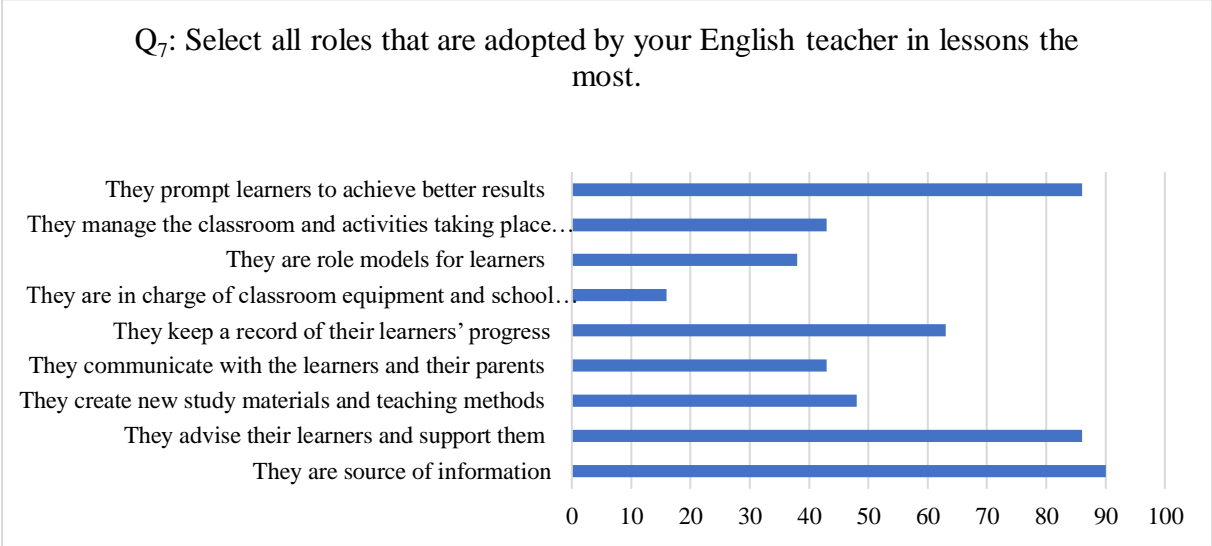


Figure no. 6: The most frequent English teacher’s roles

Question 7: lower-secondary vs. lower-secondary grammar school

To distinguish between the two types of schools, we sorted the collected data and created two figures describing the most frequently adopted English teacher’s roles as perceived by their learners, similarly to Q₆. In this comparison, the gathered data showed that the results are in congruence with answers in Q₆. Regardless of the type of school they teach at English teachers, are mainly the source of information, advisors, supporters, and prompters to their pupils. Nevertheless, when comparing the research samples from Figure no. 7 and Figure no. 8, it is noticeable that English teachers at lower-secondary grammar schools were seen most frequently as advisors and supporters, while at lower-secondary schools, respondents stated their English teachers were predominantly the source of information and prompters.

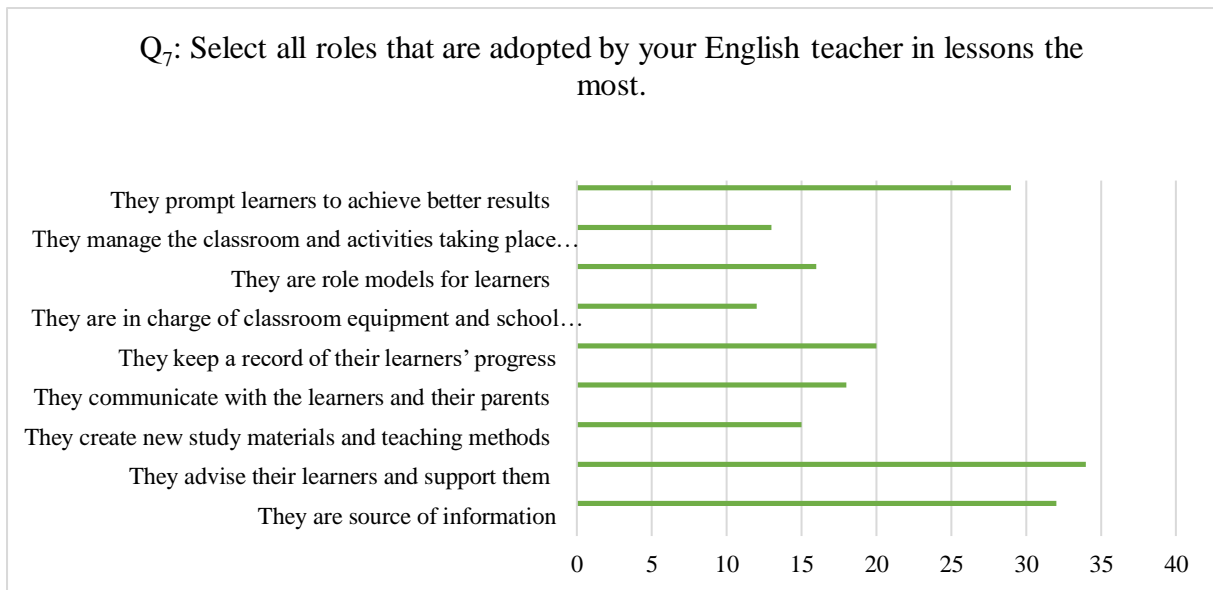


Figure no. 7: The most frequent English teacher's roles at lower secondary grammar school

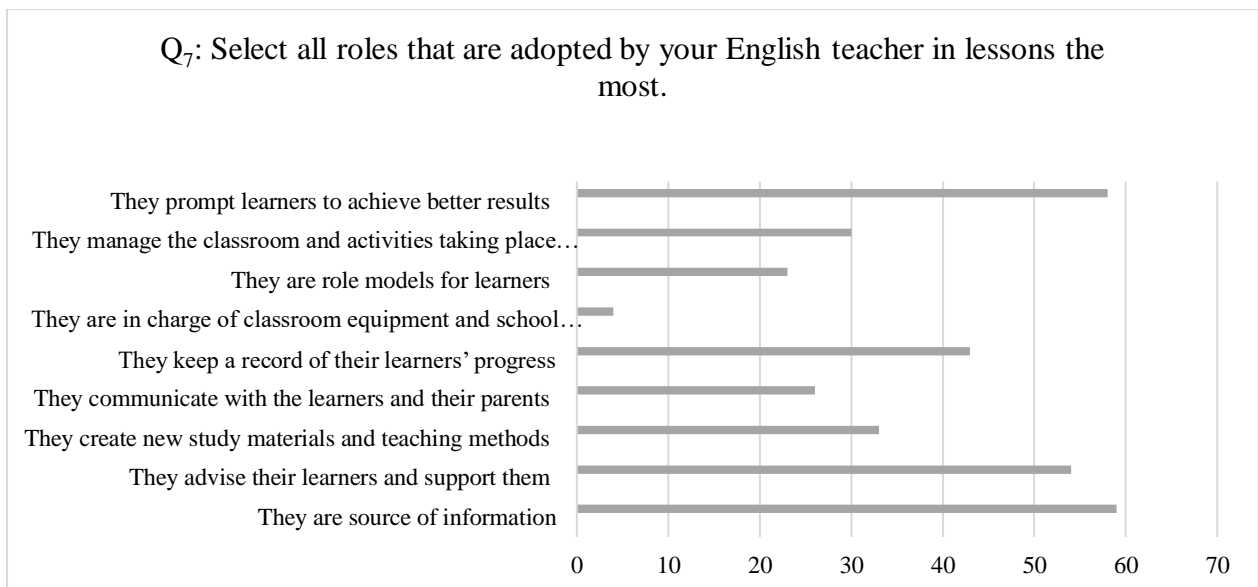


Figure no. 8: The most frequent English teacher's roles at lower-secondary school

7.2.1 Q₈: Learners' assessment based on literature research – redundant roles

When answering Q₈: **If you could choose, which teacher's role would not be needed in your English lessons?** 68 learners (56.67%) chose the option “They are in charge of classroom equipment and school events”. Regarding Q₇, this result suggests it is the least adopted teacher's role in the English lessons of our research sample. Therefore, it appears English teachers and their learners share the same opinion about this teacher's role, which is confirmed by Figure no. 6's, no. 7's and no. 8's data.

Afterwards, 27 learners (22.50%) opted for an answer “They manage the classroom and activities taking place during the lesson” and 24 learners (20.00%) hold the view their English teachers did not have to be their role models. 15 respondents (12.50%) believed their English teachers did not need to create new study materials and methods. Nevertheless, learners thought communication and monitoring were important as only 9 respondents (7.50%) wished their English teachers forwent this role. Moreover, only 8 learners (6.67%) would have appreciated it if the teacher’s task of keeping a record of their progress was eliminated. The two least selected answers concerned teachers’ motivation to prompt learners to achieve better results, chosen by 5 respondents (4.17%), and the teacher’s role as the source of information, which was selected in only 1 case (0.83%). Lastly, the data reveal that respondents from our research would not have wanted their English teachers to stop advising them and supporting them as no one had chosen this answer.

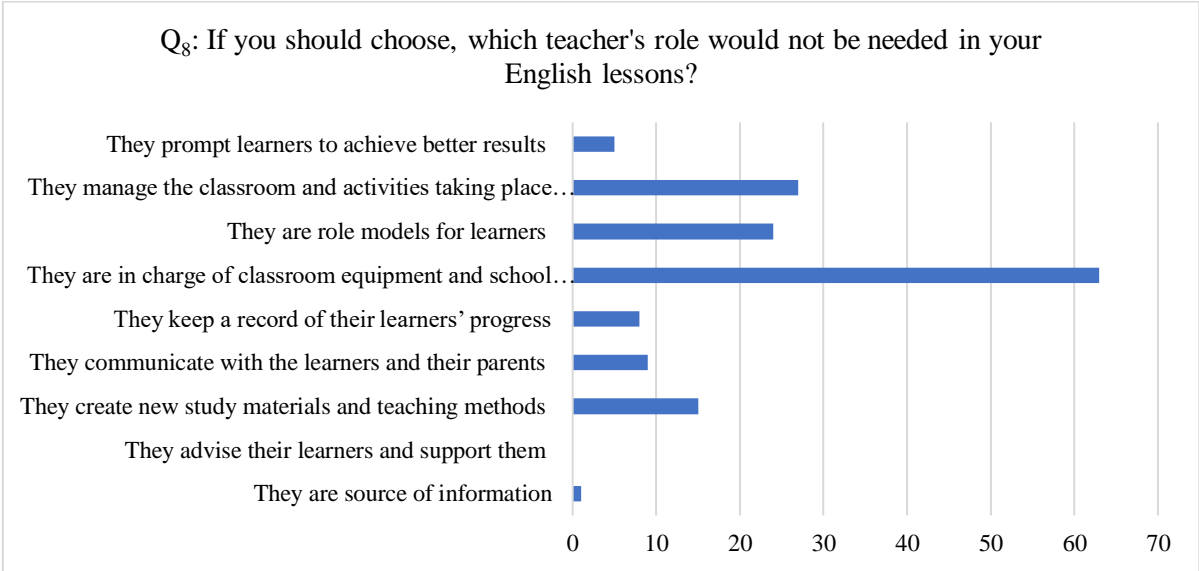


Figure no. 9: Unnecessary English teacher’s roles

7.2.1Q9: Learners’ assessment based on literature research – missing roles
In Q9: According to you, is there any teacher’s role missing? If so, please write which one, results indicated that the vast majority of respondents did not feel the produced list lacked any teacher’s role. However, there were some learners who suggested a few ideas regarding supplementary teacher’s roles, such as tutor, strict person, helpful person, somebody with an individual approach, or a guide.

7.2.1Q₁₀: Learners' assessment based on literature research – teaching changes

Moving on to, Q₁₀: Are you under the impression your English teacher's approach to teaching has changed after the covid pandemic? in Figure no. 10 we can observe that 47 respondents (39.17%) stated their English teachers' attitude towards teaching has not changed much after the covid pandemic. 37 respondents (30.83%) were under the impression that their English lessons did not change at all after the pandemic was over. On the other hand, 31 learners (25.83 %) chose the option "rather yes", which signifies a change observation, and only 5 learners (4.16 %) asserted their English lessons have definitely changed after the covid pandemic.

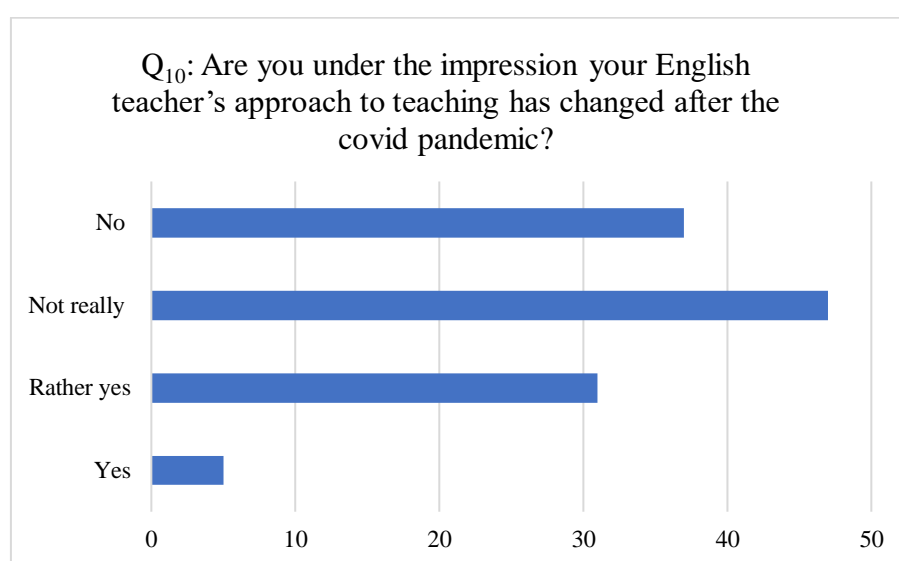


Figure no. 10: English teacher's roles post-pandemic change

7.2.1Q₁₁: Learners' assessment based on literature research – ICT changes

As seen in Figure no. 11, covid pandemic did not alter the ICT usage in English lessons in 65 cases (54.17%). However, according to 28 learners (23.33%), ICT usage in their English lessons changed after the covid pandemic. Surprisingly, 27 respondents (22.50%) stated that did not use ICT in their English lessons at all.

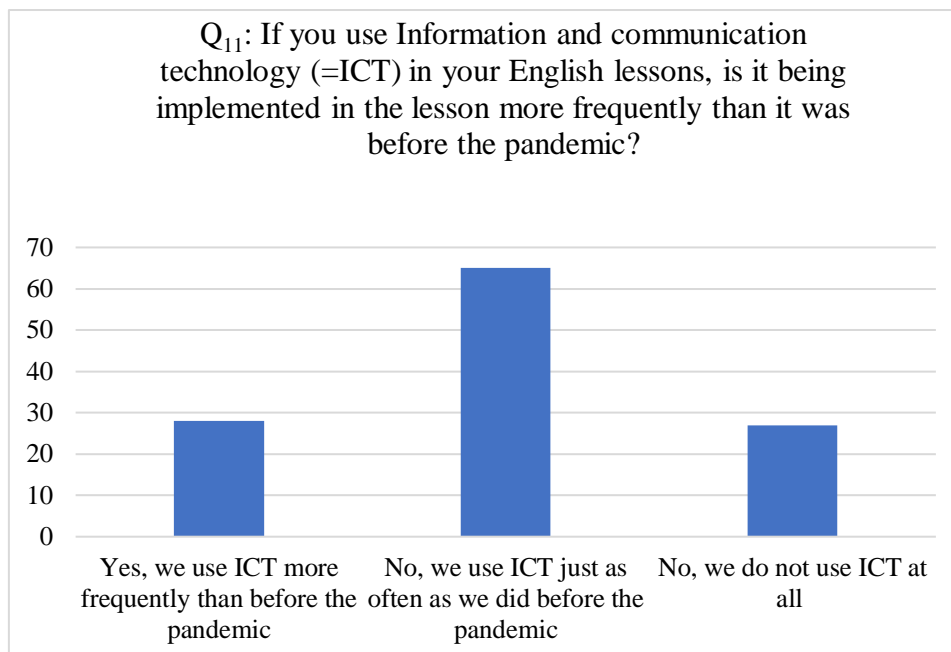


Figure no. 11: ICT's post-pandemic utilization in English lessons

7.2.1 Q₁₂: Learners' assessment based on literature research – subject's popularity

With regards to **Q₁₂: Do you like learning English at school?**, data in Figure no. 12 suggest that learners have rather a positive attitude towards learning English at school. 37 learners (30.83%) claim that they like learning English at school with some extra information as well. The trend continues with 30 learners (25.00%) who like learning English at school. Subsequently, 22 learners (18.33%) chose the answer “rather yes” and 14 learners (11.67%) expressed an indifferent attitude voting for the option “I don't care”. Conversely, 13 (10.83%) learners preferred the answer “Not really” and the option “No, I don't like learning English at school” was selected by 4 learners only (3.33%), making it the least chosen answer in this question.

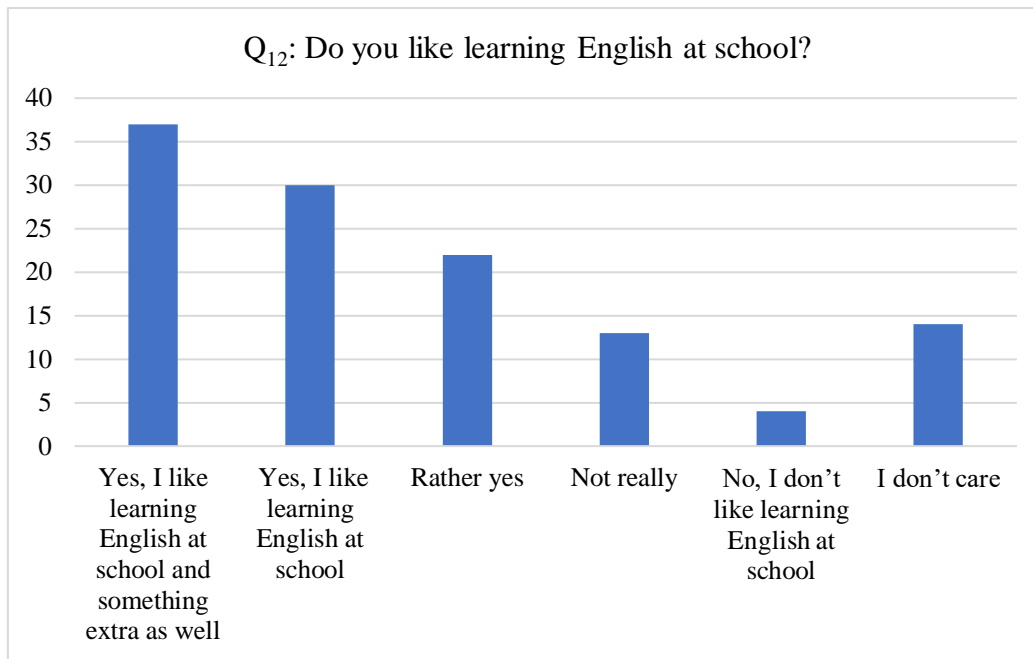


Figure no. 12: Learners' motivation in English lessons

7.2.1 Q₁₃: Learners' assessment based on literature research – teacher's approach

Last question in the questionnaire **Q₁₃: Which statement fits your English teacher the best?** aimed at English teacher's approach to teaching their subject and the gathered data are interpreted in Figure no. 13. This figure suggests that the majority of respondents chose the option "They do both", for which they opted in 65 cases (54.17%), meaning that English teachers of our research sample combine both directive approach and facilitator's approach. Following 28 respondents (23.33%) thought their English teachers always told them what to do. At last, 27 respondents (22.50%) suggested their English teacher encouraged their initiative and supported their ideas.

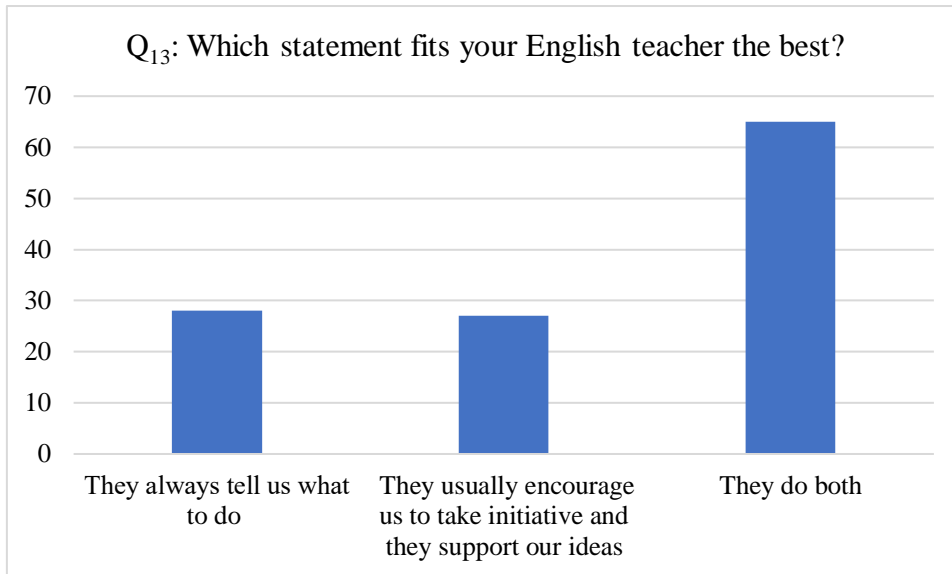


Figure no. 13: English teacher's teaching approach

Comparing the two types of schools where the research was conducted, we discovered in Figure no. 14 that learners at lower-secondary grammar schools were less likely to be told what to do as this option was chosen by 4 learners (9.52%). On the contrary, 24 learners at lower-secondary schools (30.77%) suggested they were always told what to do. Both Figure no. 14 and Figure 15 indicate that English teachers support their learner's ideas seeing as 11 learners at lower-secondary grammar schools (26.19%) and 16 learners at lower-secondary schools (20.51%) opted for this answer. Eventually, a combination of both approaches was perceived by 27 learners (64.29%) at lower-secondary grammar schools and in 38 cases (48.72%) at lower-secondary schools.

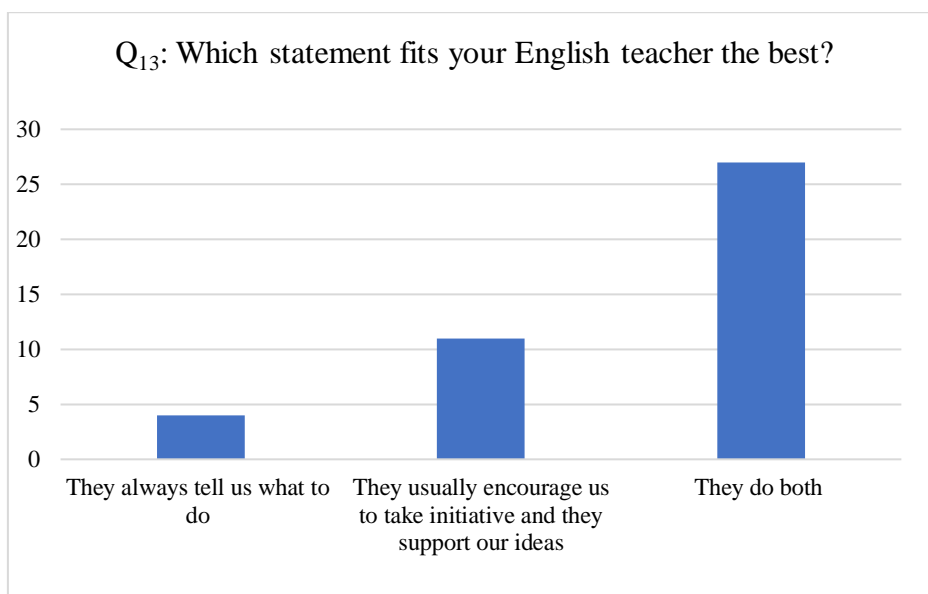


Figure no. 14: English teacher's teaching approach at lower-secondary grammar school

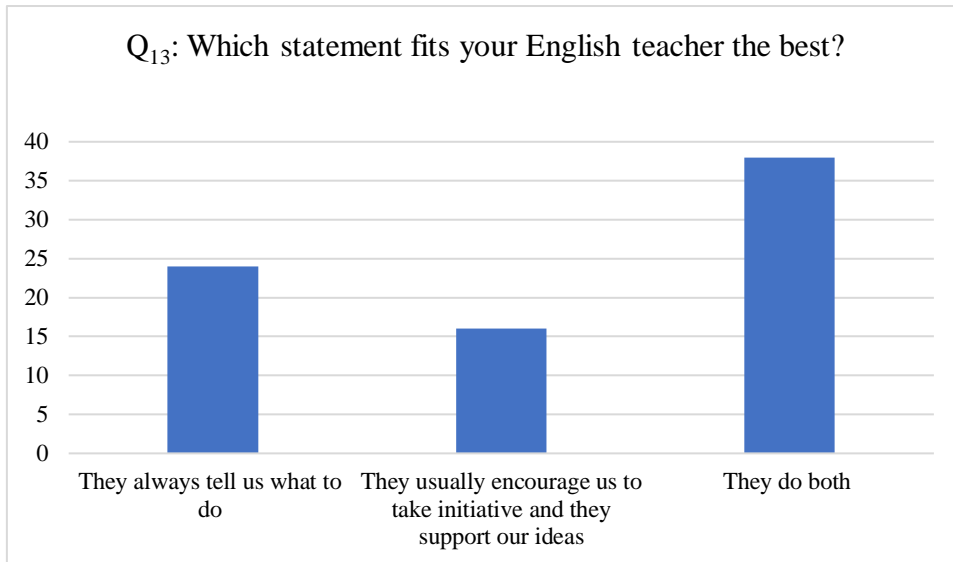


Figure no. 15: English teacher's teaching approach at lower-secondary school

Summary and discussion

This diploma thesis dealt with teachers' roles adopted in English lessons at Czech lower-secondary schools. The topic of teachers' roles seems to be popular among authors from the general point of view. Nevertheless, there appears to be a lack of sources in regard to the roles of English teachers at Czech schools specifically. For this reason, we chose this issue as the main topic of our thesis. To acquire a better perspective, eight English teachers were interviewed and an online questionnaire was distributed among their learners at lower-secondary grammar schools and lower-secondary schools. However, we are aware of several limitations of the research, such as the sample of respondents (120 learners), and therefore we must emphasize that the results need to be interpreted with caution.

Both foreign and local literature (Štech, 1995; Anderson, 2001; Prokop, 2003, Vašutová, 2004; Harmer 2007, 2015) is prolific when it comes to teachers' roles. For our purposes, it was decided to utilize the supposedly most cited teacher's roles stated by Vašutová and Harmer. Their stated teacher's roles were put together, but at the same time, the summary of roles tried to avoid any overlaps. In the end, we created a new teacher's roles list. During the interviews, all English teachers stated that they consider the teacher to be an educator or source of information⁵ (see an empirical part, pp. 33 – 43) which is in congruence with what their learners thought (see Table no. 2). From the data analysis it can also be deduced English lessons at lower secondary and lower secondary grammar schools are perceived both as leaders and facilitators of the lessons (see Figure no. 13 and Figure no. 14). Results show that learners predominantly consider their English teachers the source of information, advisors, supporters, and prompters (see Table no. 2, Table no. 3, Figure no. 3 and Figure no. 6). These findings are consistent with those we obtained during the interviews with the English teachers. However, children at lower-secondary schools tended to be in more need of the teacher's prompter role than children at lower-secondary grammar schools. In our research, we discovered teachers' approach to conducting their lessons changes with the length of pedagogical practice. This study also confirms that the majority of our respondents consider the overview of teachers' roles as proposed by various authors in the literature to be sufficient.

Returning to the theoretical part of the diploma thesis, the authors refer to changes in 21st century education which is also connected to the covid pandemic as it transferred the whole education process into the online environment. However, this phenomenon was not new, and

⁵ This term was used as general term as it was meant to unify the English teachers' statements.

several studies were conducted regarding the topic (Berge, 1995; Kulp, 1999; Goodyear, 2001; Coppola et al., 2002; Bawane and Spector, 2009; and Baran et al., 2011). Their results state that teachers' roles are complemented by ICT usage during online teaching and the rest is in correspondence with face-to-face teaching. English teachers noted that their roles during the pandemic certainly changed. However, there was a surprising fact that the change was different with each teacher regardless of the pedagogical practice length or gender. Teachers agreed that covid pandemic definitely made their work more complicated. There was only one exception (Teacher 6), who stated that online teaching was in some ways even better than face-to-face teaching.

Interviewed teachers shared the same opinion as experts in the theoretical part regarding ICT. A notable number of English teachers (except Teacher 3 and Teacher 6) reported their positive attitude towards ICT which was predominantly altered after the covid pandemic. Due to this, English teachers alleged that ICT's implementation is remarkably beneficial in English lessons, makes their work easier (Teacher 7 and Teacher 8), and secures effective ways of practice. Nonetheless, there are discrepancies between the learners' and teachers' opinions.

The majority of English teachers claimed their attitude toward ICT is positive and they aim to utilize it more frequently in their lessons. Yet, Figure no. 10 and Figure no. 11 tell us learners have not noticed any significant change in lessons and claim the ICT usage in the English lessons has remained the same. Nevertheless, it is important to bear in mind the possible bias in these answers and to interpret it cautiously.

A majority of English teachers reported that their learners do not seem to be demotivated when it comes to learning English. Although, studies say (Kyriacou, 1996; Podlahová, 2004; Norazman, 2019) that children tend to have discipline problems and therefore their motivation to learn decreases, in our research we were proven otherwise. What is more, even though Kohoutek (2002) alleged that girls are more likely to study harder than boys, our research proved no such thing, and it showed us that motivation is in both genders equal. Surprisingly, in one case (Teacher 1) we learnt that children are not interested in anything. Teacher 2 observed that children are not interested in some parts of learning English, e.g., grammar. Comparing the results from the theoretical and empirical part, Teacher 6 was in complete congruence with Kohoutek's (2008) assertion. Nevertheless, the rest of the English teachers suggested they thought learners were motivated to study English as they are surrounded by it, and it is an important part of their everyday life. This statement is supported by Figure no. 12 which illustrates children are in favour of studying English.

The area where significant differences have been found include the English teacher's position in the lesson. Whilst learners appear to agree with experts' opinion (Kalhous, Obst, 2009; Mazáčová, 2014) that the current educational concept combines teacher's role of a leader and facilitator (see Figure no. 13, no. 14, no. 15), English teachers seem to be hesitant in that part. Deduced from the gathered data it can be stated that English teachers care about their learners, and they try to meet their needs. In that regard, none of the English teachers stated they prefer a teacher-centred teaching model. However, there was a general agreement that Czech English teachers either created English lessons according to their own needs or that they had to obey other superior official organs or documents, e.g., ŠVP.

Conclusion

The diploma thesis aimed to clarify which teacher's roles are adopted at Czech lower-secondary schools by English teachers. The central questions of this diploma thesis were the perception of the roles of English teachers, the adoption of said roles and their change as seen by English teachers and their learners. The study was dedicated to teachers' roles from various English teachers' perspectives in terms of the types of schools they were teaching at, the length of their pedagogical practice, or gender. Simultaneously, their learners were supposed to provide their personal perspectives regarding their English teachers' roles to increase the results' reliability and validation. Results from the empirical part show that these aims were achieved.

The purpose of this study was to shine some light on the topic of teachers' roles, but at the same time to link it to literature sources which were also an important part of the empirical part of the thesis. The theoretical part defined terms such as teacher, teacher's profession, and teacher's roles. The second part of the theoretical part was firmly devoted to teachers' roles from different perspectives. It was aimed to describe teachers' roles from the historical perspective, online teachers' roles concerning the covid pandemic and teachers' new roles in the 21st century. In the end, it was aimed to describe the targeted group of respondents.

As was stated in the beginning, in the empirical part, we sought to clarify teachers' roles perceptions, adoption, and change by each English teacher and their learners. Based on the combination of qualitative and quantitative methods of research we could gain the necessary data to meet the aims. By using a structured interview, we were able to implement the qualitative part of the study. During the interviews, we ascertained English teachers agreed with professional literature and its teacher's roles, but their adoption changed throughout their pedagogical career and covid pandemic (online teaching). They reported their work had suffered from covid pandemic but in the end, they found it beneficial, and they noted they now feel more confident when it comes to their ICT skills. However, when it comes to the second part of the survey, there are some discrepancies. In the quantitative part of the study, data were gathered via a questionnaire for English teachers' learners. It shows that learners did not notice any change in their English lessons and lessons' ICT utilization, despite their English teachers' statements.

Regardless, of the type of school English teachers were teaching at, they are most likely to be arrogated with the role of an information source, a supporter, an advisor, and a prompter. In general, English teachers and learners agree they are motivated to study English. Both groups

also share a general agreement that English teachers are the centre of the lessons, but simultaneously, there is an effort for active learners' participation as well. Based on the results of the empirical part, we can state that today's English teachers feel like facilitators rather than leaders of their learners.

The main reason for choosing this topic was our interest. As our Z generation was born at the peak of the 20th century, so we were still learners taught traditionally. Yet professional literature and our research reveal, there has been a shift in society's perception of teachers' roles and teachers are no longer regarded as leaders or dominant figures in the lessons. Therefore, the Z generation is asked to teach in a way they have never experienced before. Although we are aware of the thesis's several limitations, such as the number of respondents, research sample distribution or possible misinterpretation of the English teacher's interview, we sincerely hope that some new light has been shed on the topic. English is a dynamic subject and with the available data and literature analysis, it can be stated Czech pedagogy deals with it rather scarcely, if at all. For this reason, we believe it is important to encourage the debate regarding this topic so that future English teachers can be adequately prepared and make English lessons enjoyable for everybody.

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List of abbreviations

ALM = Audio–Lingual Method

CLT = Communicative Language Teaching

ČŠI = Česká školní inspekce (Czech School Inspection)

DM = Direct Method

GTM = Grammar Translation Method

ICT = Information and Communication Technologies

RVP = Rámcový vzdělávací program (Framework Education Programme)

ŠVP = Školní vzdělávací program (School Education Programme)

TPR = Total Physical Response

Resumé

Tato magisterská diplomová práce se zabývala rolemi učitelů anglického jazyka na 2. stupni ZŠ. V práci byl zohledněn jak pohled žáků, tak i jejich učitelů a zaměřena byla především na vnímání, zastávání a změnu rolí učitelů anglického jazyka v souvislosti s různými aspekty. Těmito aspekty byly např. pohlaví učitele, délka učitelské praxe, typ školy, na které daný učitel učí, nebo pandemie Covidu 19. Celá magisterská diplomová práce je rozdělena na dvě dílčí části: teoretickou a praktickou. Teoretická část se dále dělí na dvě hlavní části. První část se věnuje učiteli a druhá část žákovi. První část úvodem definuje učitele, jeho profesi a obecné role, které ve výuce zastává. Dále se zabývá historickým kontextem a jmenuje role, které učitel zastával v různých metodách výuky. Závěr této části věnovaný současným rolím učitele. Nejprve obecně pojednává o online výuce. Dále ji propojuje se studii, které vznikly na toto téma v souvislosti s online výukou za pandemie Covidu 19 a řeší potenciální důsledky této výuky na role učitele. Na část první plynule navazuje druhá část, která se stručně zabývá žákem a popisuje jeho duševní vývoj ve spojitosti s učením.

Praktická část se zabývá analýzou rozhovoru a dotazníku. Rozhovor byl veden s 8 učiteli angličtiny ze základních škol nebo nižších gymnázií, kteří následně distribuovali související dotazník svým žákům. Výzkumné nástroje byly použity ke komparaci názorů obou skupin respondentů. Záměrem bylo zajištění co nejobektivnějších výsledků a naplnění stanovených cílů práce.

Annotation

Jméno a příjmení:	Bc. Markéta Faltýnková, DiS.
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Jana Kořínková, PhD.
Rok obhajoby:	2023

Název práce:	Teacher's Roles in English Lessons at Lower-Secondary Schools
Název v angličtině:	Role učitele ve výuce anglického jazyka na 2. stupni ZŠ
Anotace práce:	Práce si klade za cíl zkoumat role učitelů anglického jazyka na 2. stupni ZŠ, jejich zastoupení, vnímání nebo proměnu. Práce je rozdělena na část teoretickou a praktickou. Část teoretická dává základ pro dotazníkové šetření a interview, které je zkoumáno a vyhodnocováno v části praktické.
Klíčová slova:	Role učitele, anglický jazyk, učitel, percepce, vzdělávání, výukové metody, online výuka dotazník, interview
Anotace v angličtině:	The project aims to examine teachers' roles in English lessons at lower-secondary Czech schools. It deals with the adoption of the teacher's roles, perceptions, and change. The thesis is divided into the theoretical and empirical part. The theoretical part creates the foundation for the questionnaire and the interview, the results of which were analysed and evaluated in the empirical part.
Klíčová slova v angličtině:	Teacher's roles, English language, teacher, perception, education, teaching methods, online education, questionnaire, interview
Přílohy vázané v práci:	8 s., česká a anglická verze dotazníku a interview 7 s., přepis interview s Učitelem 6
Rozsah práce:	93 s.
Jazyk práce:	Anglický

Appendix 1 – Semi-structured questionnaire for learners in the Czech

Dobrý den, mé jméno je Markéta Faltýnková a tento dotazník je důležitou součástí mé diplomové práce. Mým cílem je zjistit, jak žáci na 2. stupni ZŠ a nižších ročnících víceletých gymnázií. vnímají role učitele ve výuce anglického jazyka.

Děkuji vám za váš čas a za pravdivé vyplnění dotazníku.

1. Do které třídy chodíte?

- a) 6. třída
- b) 7. třída
- c) 8. třída
- d) 9. třída
- e) prima
- f) sekunda
- g) tercie
- h) kvarta

2. Jste:

- a) chlapec
- b) dívka

3. Dotazník je zcela anonymní, proto prosím vyberte označení pro vašeho učitele angličtiny.

Učitel 1 – Učitel 8

4. Jak byste vysvětlili pojem učitel, někomu, kdo ho nezná?

5. Co všechno musí učitel při výuce angličtiny dělat?

Podle odborníků zastává učitel ve třídě tyto role:

- A) Je pro žáky zdrojem informací
- B) Radí žákům a podporuje je
- C) Vytváří nové materiály a metody učení
- D) Komunikuje s žáky i rodiči
- E) Sleduje pokrok žáků
- F) Zajišťuje vybavení třídy a školní akce
- G) Jde žákům osobním příkladem

H) Řídí veškerou výuku a dění ve třídě

I) Nabádá žáky ke spolupráci a pobízí je k lepším výkonům

6. Vyberte všechny možnosti, které si myslíte, že váš učitel anglického jazyka vykonává ve výuce.
7. Vyberte všechny role, které podle vás váš učitel angličtiny zastává ve výuce nejvíc.
8. Pokud byste si měli vybrat, kterou roli učitele angličtiny byste vynechali?
9. Je nějaká role učitele angličtiny, která vám ve výuce chybí? Pokud ano, napište jaká.
10. Pozorujete, že by učitelé po pandemii covidu nějak změnili svůj přístup k výuce angličtiny?
 - a) Ano
 - b) Spíše ano
 - c) Spíše ne
 - d) Ne
11. Pokud užíváte ve vašich hodinách angličtiny informační technologie, využíváte je teď častěji než před pandemií?
 - a) Ano, používáme ICT víc než před pandemií
 - b) Ne, ICT používáme v hodinách stejně jako před pandemií
 - c) Ne, ICT v naší výuce vůbec nepoužíváme
12. Učíte se angličtinu ve škole rádi?
 - a) Ano, rád/a se učím ve škole i něco navíc
 - b) Ano, rád/a se učím ve škole
 - c) Spíše ano
 - d) Spíše ne
 - e) Ne, angličtinu se učím nerad/a
 - f) Je mi to jedno
13. Které tvrzení nejlépe vystihuje vašeho učitele AJ?
 - a) Učitel nám vždy říká, co a jak máme dělat
 - b) Učitel zpravidla podporuje naši iniciativu a nápady
 - c) Učitel dělá oboje

Appendix 2– Semi-structured questionnaire for learners in English

1. Which class do you visit?
 - a) 6th grade
 - b) 7th grade
 - c) 8th grade
 - d) 9th grade
 - e) Prima – lower secondary grammar school – 1st grade
 - f) Sekunda
 - g) Tercie
 - h) Kvarta
2. You are
 - a) male
 - b) female
3. The questionnaire is anonymous. Please, choose an assigned number for your English teacher.

Teacher 1 – Teacher 8

4. How would you explain what teacher means to somebody who is not familiar with the term?
5. What does an English teacher have to do in their lessons?

According to the experts, teachers in their lessons adopt the following roles:

- A) They are a source of information
 - B) They advise their learners and support them
 - C) They create new study materials and teaching methods
 - D) They communicate with the learners and their parents
 - E) They keep a record of their learners' progress
 - F) They are in charge of classroom equipment and school events
 - G) They are role models for learners
 - H) They manage the classroom and activities taking place during the lesson
 - I) They prompt learners to achieve better results
6. Select all activities your English teacher does in your lessons.
 7. Select all roles that are adopted by your English teacher in lessons the most.
 8. If you should choose, which teacher's role would not be needed in your English lessons?

9. According to you, is there any teacher's role missing? If so, please write which one.
10. Are you under the impression your English teacher's approach to teaching has changed after the covid pandemic?
- a) Yes
 - b) Rather yes
 - c) Not really
 - d) No
11. If you use Information and communication technology (=ICT) in your English lessons, is it being implemented in the lesson more frequently than it was before the pandemic?
- a) Yes, we use ICT more frequently than before the pandemic
 - b) No, we use ICT just as often as we did before the pandemic
 - c) No, we do not use ICT at all
12. Do you like learning English at school?
- a) Yes, I like learning English at school and something extra as well
 - b) Yes, I like learning English at school
 - c) Rather yes
 - d) Not really
 - e) No, I don't like learning English at school
 - f) I don't care
13. Which statement fits your English teacher the best?
- a) They always tell us what to do
 - b) They usually encourage us to take initiative and they support our ideas
 - c) They do both

Appendix 3 – Structured interview for English teachers in Czech

Obecné informace o respondentovi

1. Označení pro učitele
2. Škola, na které učitel učí (ZŠ x gymnázium)
3. Délka učitelské praxe

Charakteristika učitele a jeho rolí obecně na základě názoru respondenta

4. Jak byste definovali pojem učitel?
5. Jaké role podle vás učitelé anglického jazyka na 2. stupni ZŠ zastávají?

Charakteristika rolí učitele dle literatury

Podle zahraniční i tuzemské literatury učitelé zastávají tyto role:

- A) Poskytovatel poznatků a zkušeností / Zdroj informací
 - B) Poradce a podporovatel / Někdo, kdo žákům napovídá
 - C) Projektant a tvůrce
 - D) Diagnostik a klinik
 - E) Reflexní hodnotitel / Hodnotitel
 - F) Třídní a školní manažer
 - G) Zastává socializační a kultivační roli
 - H) Kontrolor
 - I) Pobízející osoba
6. Z uvedeného seznamu vyberte prosím všechny role, které ve výuce anglického jazyka zastáváte.
 7. Jsou nějaké role, které zastáváte víc než ostatní? Pokud ano, které?
 8. Jsou podle Vás některé ze jmenovaných rolí zbytečné? Proč?
 9. Doplnili byste tento výčet o nějaké další role? Které?
 10. Změnily se nějak Vaše role v průběhu Vaší pedagogické praxe? Pokud ano, jak?
 11. V návaznosti na předešlou otázku, můžete říct, jak se změnilo (pokud se změnilo) Vaše role během pandemie Covid 19?

Domnělé nové role, které učitelé zastávají

12. Jaký je Váš názor na začlenění ICT? Změnilo se nějak vaše vnímání ICT po pandemii?
13. Mluví se o tom, že dnešní žáky je v hodinách anglického jazyka obtížnější motivovat než předešlé generace. Sdílíte tento názor? Proč ano, proč ne?

Role učitele z historického hlediska

Literatura zmiňuje, že v minulosti existovaly dva koncepty postavení učitele ve výuce. Zpočátku v centru výuky stál učitel, který řídil veškerou činnost žáků. Druhý směr byl orientován na žáka a učitel hrál spíše roli poradce. O současném systému se tvrdí, že kombinuje oba tyto směry.

14. Domníváte se, že je to pravda?

15. Domníváte se, že se výuka anglického jazyka na 2. stupni v českých ZŠ řídí dle potřeb žáka nebo učitele? Proč si to myslíte?

16. Je něco, co byste chtěli doplnit nebo říct?

Děkuji za váš čas!

Appendix 4 – Structured interview for English teachers in English

Respondents' general information

1. Teacher's assigned number
2. School English teacher works at
3. The length of pedagogical practice

Teacher's characteristics and their roles according to respondents

4. How would you define the term "teacher"?
5. Which roles do English teachers adopt in lessons at lower secondary schools?

Teacher's roles characteristics according to the literature

According to the local and foreign literature, teachers in their lessons adopt the following roles:

- A) Provider of knowledge and experience
- B) Adviser and supporter
- C) Designer and creator
- D) Diagnostician and clinician
- E) Reflective assessor
- F) Classroom and school manager
- G) Social and cultivational model
- H) Controller
- I) Prompter

6. Please, select all roles you adopt in your English lessons from the list of teacher's roles.
7. Do you adopt any of these roles more than the other ones? If so, which ones?
8. Do you find any of the-listed teacher's roles useless?
9. Would you add any other teachers' roles to the list?
10. Have your roles changed during your pedagogical practice? If so, how?
11. Regarding the previous question, can you describe how your roles have changed (if they have changed) during the covid pandemic?

Assumed roles adopted by teachers

12. What is your opinion of ICT's implementation in the lessons? Has the pandemic altered your perception of it?
13. Today's learners are said to be more difficult to get motivated in English lessons than the previous generation. Do you share this opinion? Why or why not?

Teacher's roles from the historical point of view

Literature mentions that in the past, there were two concepts of the teacher's position in the class. In the beginning, the teacher was the centre of all attention, and they oversaw all learners' activities. The other concept was learner-oriented; a teacher was mainly a facilitator there. The current educational system is claimed to be combining both concepts.

14. Do you think it is true?

15. Do you believe that lower secondary Czech schools follow teachers' needs or learners' needs in English lessons? Why do you think so?

16. Is there anything you would like to add or say?

Thank you for your time!

Appendix 5 - Teacher's 6 interview transcription

Přepis rozhovoru Učitel 6

T: Nejprve vás poprosím o délku vaší učitelské praxe. Jak dlouho učíte?

U: No, podle toho, co se počítá. Já učím od osmnácti. Právě v Lingvě jsem začínala a byla jsem ještě na gymnáziu a začínala jsem právě ve školkách. A potom postupně vlastně během celé výšky jsem učila všechny věkové skupiny. Jako od školek až po dospělé, měla jsem potom i pomaturitní kurz. To byly myslím poslední dva roky na výšce a měla jsem hodně hodin. Jako celá vysoká škola, takže to bylo...

T: Takže v rádech let cca?

U: V rádech let cca, no tak teďka už je to tak 22 let.

T: 22 let. A počítáte do toho i mateřskou?

U: I mateřskou, teda no.

T: A kolik let jste prosím byla na mateřské?

U: Sedm a půl.

T: Dobře, má první otázka tedy je. Jak byste podle vás definovala pojem učitel? Jaká je vaše definice učitele?

U: Učitel by měl být člověk vzdělaný ve svém oboru, který se snaží předat své znalosti a žákům nebo studentům a formou různých metod a jak nejlépe umí a dovede. A určitě se do toho, jakým způsobem projektuje jeho osobnost. Takže měl by to být asi člověk otevřený a přátelský, ale zároveň, aby tam bylo pořád určité, jak to mám říct... Určitý odstup si udržet pořád od těch studentů. Takže přátelský ano, ale ne kamarád úplně.

T: Dobře. Jaké role si myslíte nebo podle vás učitelé angličtiny zastávají na druhých stupních základních škol nebo právě na těch nižších gymnáziích?

U: Jaké role?

T: Ano, jaké role. Dám příklad, třeba jedna z rolí může být, že předává informace. Že je to nějaký předavatel informací.

U: Takže na druhém stupni základních škol...

T: Jojo, na druhém stupni základních škol nebo na nižším gymnáziu. Co všechno ten učitel musí dělat jakoby.

U: Hm, tak určitě jak jste říkala předává informace, vzdělává, vychovává, průvodcuje, jak se dneska říká, ale taky určitě u těch mladších dětí si myslím, že je to trošku jiné než u těch starších. Musí to být hodně o tom vztahu. Je to jejich, no jako průvodce... Nevím, jak bych to definovala, ale úplně mě asi nenapadá to správné slovo, ale asi ano. Předává informace, zase to stejné, co jsem říkala u toho prvního. U těch nižších ročníků nebo ano, vlastně nižšího gymnázia, tak si

myslím, že tam jde hodně o ten vztah mezi tím učitelem a těma dětma, že by ho měli mít jistým způsobem jako svůj vzor, možná víc, než děti starší si myslím.

T: Dobře, děkuju. Já vám tady dám seznam rolí, které uvádí literatura. Jsou to jednak naši autoři, tak i zahraniční a poprosím vás, abyste se na to podívala a jakmile to budete mít, tak mi prosím řekněte.

U: S čím souhlasím jakoby?

T: Nenene. Zatím se jenom mrkněte, co všechno to obsahuje, já jsem se tam snažila vypsát i jakoby, co to znamená.

U: Hm. Tady je vlastně hodně zahrnuto, když je to vlastně třídní, ale to vlastně nemusí být třídní.

T: Jo, tak tady k tomu seznamu se pak pojí i další otázky.

U: Ahá? Dooobře.

T: Já bych vás nejdřív poprosila, abyste mi řekla, které role si myslíte, že ve vaší výuce na tom nižším gymnáziu zastáváte. Co tam všechno děláte.

U: Mám říct jenom písmena stačí?

T: Ehm, můžete mně prosím říct písmena a jak se to jmenuje?

U: Mmm, takže určitě A – poskytovatel poznatků a zkušeností. I B – poradce a podporovatel. Ehm, teďka konkrétně já, co dělám.

T: Anoo, vy, co děláte ve vaší výuce.

U: Á, nevím, jestli vytvářím nové materiály, to asi ne, ale snažím přicházet a neustále vymýšlet nové věci a nové projekty třeba na základě nějakých, který mám zkušenosti, s kterými mám zkušenosti a snažím se to jako neustále oživovat a trošičku obměňovat, tak bych řekla. Ehm, pokud jsem třídní, tak určitě i diagnostik a klinik, ale samozřejmě se může stát, že i ve třídě, ve které nejsem třídní učitel, tak když vidím, že něco není úplně dobře, tak se snažím poradit. Třeba teďka mám, zrovna uvedu příklad (konkrétní název třídy), což jsou vlastně sedmáci a kde vidím, třeba vidím dva slabé žáky, hodně slabé. Tak se snažím právě komunikovat přes třídního učitele s rodiči, ehm, že je třeba potřeba nějaké doučování nebo intenzivní péče, změnit trošku přístup k tomu studentovi

T: Takže D taky.

U: D taky. Hodnotil ano, ale spíše fakt potom na tom konci roku. Sleduji pokrok žáků určitě. Ehm, pokud je nějaký markantní rozdíl mezi třeba mezi začátkem a koncem ať už pozitivní nebo negativní posun, tak jim to určitě sdělím. Ale pokud je to takové standartní, tak to většinou neřeším, ale vlastně hodnotím těma známkama i teda slovně. Slovně se vyjadřuju, pokud je to něco negativního, tak se snažím spíš to řešit osobně než před třídou. To bylo ěčko, reflexní

hodnotitel. Ehm, zajišťování třídy a školní akce... To pouze v případě, že jsem třídní. Ehm, potom... Nooo, snažím se i o G, zastávat socializační a kultivační roli. Jít osobním příkladem, to určitě. Kontrolor... Řídí veškerou výuku a dění ve třídě. To ano, ale nevím, jestli ten kontrolor není takový direktivní jakoby autoritativní název, nevím, jestli to samo v sobě neimplikuje ...

T: To by mělo spíš naznačovat, že třídu, ne že ji máte pod kontrolou, ale že je tam jakási kázeň.

U: To si snad doufám myslím, že určitě jo. Jsem kontrolor v tom případě. A určitě, pobízející osoba jsem hodně ze své vlastní podstaty osobnosti.

T: Dobře. Ehm, jsou podle vás nějaké role, které zastáváte více než ostatní? A pokud ano, tak které?

U: Než ostatní role než ostatní učitelé?

T: Než ostatní role, které jsou tady vyjmenované. Jestli jsou nějaké, které markantně zastáváte, fakt hodně, které třeba vyčnívají.

U: Takže to I, určitě ta pobízející osoba jednoznačně pobízím k lepším výkonům. Ehm, ale ne jakoby výkonářsky, ale... ale spíš motivačně. Jako to se snažím, aby to byla spíš pozitivní motivace než vyburcovat vyloženě, že nám jde o známky, ale spíš nějakým způsobem namotivovat, aby sami chtěli se zlepšovat. Ehm, pak bych řekla, že Áčko a Běčko hodně, poskytovatel poznatků a zkušeností a poradce a podporovatel. Takže nejvíc si myslím za mě A, B, I a potom možná i to H, kontrolor ve smyslu snažím se, aby ... Prostě mám ráda, když je tam, jak to mám říct... Prostě klid pro tu práci, chci, aby pracovali, aby mi, jak vy říkáte neskákali po hlavě.

T: Dobře. Jsou podle vás nějaké z těchto jmenovaných rolí zbytečné? A jestli ano, tak proč?

U: Myslím, že zbytečná není asi žádná z nich. Každá má svou si myslím... Svě zastoupení, svůj význam.

T: Chybí vám tam nějaká role? Doplnila byste to o něco?

U: Asi, asi ne. Si myslím, že ty nejdůležitější jsou tady vyjmenované. Hm, psycholog maximálně trošku někdy. Á, myslím si, že tam je, že to hraje taky velkou roli. Ehm, umět říct v pravý čas to pravý.

T: Dobře. V průběhu vaší praxe, změnily se u vás nějak role a pokud ano, tak jak?

U: Hmmmm...

T: Ve smyslu, jakože třeba jestli nějaká začala víc dominovat nebo jestli se naopak nějaká upozadila. Nebo jestli se ve vaší výuce nějakým způsobem v kontextu těch rolí něco změnilo.

U: Mmmm. No myslím si, ono je vlastně taky rozdíl, když jsem byla na jazykové škole a že jsem teď na gymnáziu, ale asi možná kladu větší důraz na důslednost, ale nevím, jestli teda tady

v té roli..

T: To nevadí.

U: Nooo, tak na důslednost jakoby opravdu, když je hrozně důležité, a to spousta učitelů dělá, s letitou praxí, je vlastně něco řeknete, zadáte a tím, jak těch tříd máte třeba devět nebo deset, tak člověk by prostě neměl zapomínat na to, co zadal a měla by tam být vždycky zpětná vazba a vždycky výstup. To je strašně důležité jako se snažím na tohle dávat pozor. Někdy je to teda hrozně těžké, když máte rodinu a taky tři děti školou povinný. Ale všechno to mít pod kontrolou. Myslím si, že se snažím nebo větší důraz taky opravdu teď kladu na to dávat si na to pozor, hlídat si ty výstupy, aby opravdu to mělo... Ale jinak si myslím, že ne. Myslím si, že je to pořád takové stejné.

T: Potom v návaznosti na předešlou otázku, když jsme tady měli pandemii covidu, změnily se nějak vaše role? V průběhu té online výuky, pokud se nějak změnily teda.

U: Já musím říct, že se asi jako úplně vymykám, tady tím, ale já říkám, že to šlo. Já jsem teda měla všechny hodiny podle rozvrhu, beze zbytku, a to jsem měla doma tři děti, který to, jsem se taky musela věnovat. Samozřejmě víc než normálně, protože ti to neměli takto, že by měli všechny hodiny, protože byli ve třetí třídě a v sedmé. Dvě ve třetí a jedno v sedmé. A myslím si, že to jde. Dělal jsem to... Dokonce bych řekla, že mnohdy to bylo i lepší, co se týče toho, že ty děti, ti studenti, si myslím, že někdo říká úplně opak, že nebyli tolik soustředění, ale mně se zdálo, že právě naopak se nerozptylovali třeba tím, že si povídali, jo a taky neměli tolik hodin. Všichni právě neměli tolik online hodin. A samozřejmě, bylo to takové nahoru dolů, ale nezměnila se ta role si myslím za mě. Možná jsem byla tolik ten hodnotitel, těch známek bylo míň. O to víc... Já jsem třeba pozorovalo to, že velice pozitivně hodnotím to, že jsem je měla přímo do uší, co se týče třeba výslovnosti. V jazyce mi to připadalo jako skvělá věc, že jsem slyšela, nevím... Chyby ve výslovnosti, nedokonalý přízvuk nebo něco. Takže to mělo i svá pozitiva a neřekla bych, že se to nějak významně změnilo.

T: Dobře, děkuji. Co se týče informačních a komunikačních technologií, to ještě možná pořád trošku souvisí s tou pandemií, tak změnilo se nějak vaše vnímání těchto technologií po pandemii?

U: Ani ne. Tak já jsem měla pozitivní vztah k těm technologiím už předtím. Vždycky jsem zařazovala do výuky videa, nějaký kahoot, klasika. Občas nějakou hru, třeba jednou za týden si zahrajeme nebo online cvičení. Takže to jsem byla zvyklá. Vnímám to hodně pozitivně v tom, že to prostředí Teamsu. Že mi připadalo úplně skvělý, že právě, jak jsem mluvila o té zpětné vazbě, o tom výstupu, že to je tak výborně zpracovaný ty Teamsy. Že jsem viděla, kdo mi to poslal, kdo mi to poslal pozdě, kdo mi to neposlal. Pokud jsem zadala třeba nějakou písemnou

práci nebo... Narazila jsem na spoustu dobrých zdrojů, kdy vlastně jsem jim něco poslala, kdy si udělali nějaký úkol a samo mi to vyhodnotilo, že vlastně jim to opravilo tu práci a jsem viděla vlastně výsledek. Takže přišlo mi to fajn.

T: Dobrá, teď trošku z jiného soudku. Dneska se mluví o tom, že dnešní žáky v hodinách anglického jazyka ve škole je těžší motivovat než naše předešlé generace. Myslíte si, že je to pravda?

U: Jo.

T: A pokud ano, tak proč.

U: Myslím si, že určitě je to pravda, protože zrovna teďka jsem to řešila nedávno s kamarádkou. Vykládaly jsme si o tom i s kolegama. Myslím si, že je to proto, že ta angličtina na jedné straně je všude a anglicky, když si vezmeme veškerý ty sociální média. Jo, já nevím, když teďka budeme mluvit o Tik Tok, Instagramu, in Vibu, tak všude vlastně většina videí je v angličtině. Dneska jsou na to zvyklé. Takže, přicházejí... Nebo Netflix, když vezmu, všichni dneska sledují Netflix nebo HBO. Sledují to dost často v originále, většinou teda s českýma titulka a musím říct, že hodně často pochytají dobrou výslovnost zvláště, když jsou talentovaní jakoby mají vrozený talent vlastně k jazykům, nebo předpoklady pro to studovat jazyky a být dobří v jazycích. Takže pochytají výslovnost, určitě si rozšíří slovní zásobu a pak když vezmu třeba Play station, a různé hry. Kluci teda hodně hodně. Ti mají obrovskou slovní zásobu většinou, ti teda kteří v tom jedou. A mají pocit, že ten jazyk umí. Jo, mají často pocit, my už to umíme a angličtina je v pohodě, protože ano. Angličtina je skvělá na domluvení a určitě je jednodušší na takový... Jak to mám říct? Ty první pokusy domluvit se s někým, kdo není Čech jsou asi nejsnadnější právě v angličtině, protože za prvé to mají všude kolem sebe, jsou na to zvyklí a než v němčině nebo ve španělštině dejme tomu. Jo, protože v němčině se striktně musíte naučit pravidla. Ale já pořád tvrdím, protože jsem byla taky na tom (název školy) v jazykové třídě, tak a němčinu jsem taky měla a končili jsme jakousi úrovní C1, že ta němčina je jednodušší. Že angličtina, pořád říkám, angličtina má děcka největší slovní zásobu ze všech jazyků. A hlavně, co si myslím, že je demotivující pro ně, je taky to, že ta úroveň maturity je B1. Myslím si, že je to špatně, že je to B1. Myslím si stoprocentně, že gymnázia by měla mít B2. Nemluvím o jiných školách, ale myslím si, že gymnázia jednoznačně v dnešní době B2, aby právě ta motivace byla vyšší. Protože, my když máme učebnici, teďka jsme měli (název učebnice), tak máme Pre – intermediate první druhý ročník a pak máme třetí čtvrtý ročník Intermediate. Většina učitelů to ani nestihne, jo. Kolikrát skončí u, já nevím, třetí lekce intermediate a vědí, že to těm děckám stačí. A ty děcka to vědí taky. Takže vlastně oni na konci druháku, jo vyššího gymnázia, jsou na úrovni maturity. Ta motivace klesá, a já se právě snažím,

proto tady tu jsem ta hodně pobízející osoba v tom. Protože v tom, že říkám, že my jsme tady na gymnáziu, jste šikovní. A vždycky říkám, ano, vy se domluvíte, ale neustále se dělají chyby. Až překvapivě kolik chyb se dělá v testech. Jo takový to, on the picture místo in the picture, členy jsou špatně, já nevím. Takovýto dvojitý comparative, more smarter. Pořád to dělají, ale jsou přesvědčení o tom, že ten jazyk se vlastně domluví, že jsou v pohodě. Což vlastně, oni se domluví, ale pořád se snažím se říkat, ale nejde nám o se jen domluvit, ale chcete dosáhnout určité úrovně. Jste na gymnáziu. Samozřejmě, že tam hrají roli další faktory, to, že jsou v té škole, ehm, já nevím od 8 do 4, že už se nemohou tolik soustředit. Ale snažím se je prostě motivovat tak, aby pochopili, že to nestačí. Takže tak. Jak říkám, nepoužíváme think, říkáme guess, believe, suppose, from my point of view, in my opinion a tak dál. A takový ty věci jako ne I like, ale I'm a fan, takže snažím se jim vždycky říkávat, že za tohle budu strhávat body. Ale v tomhle právě nejsem moc důsledná. Ale aby pochopili, že to prostě nestačí. Jo, oni vůbec nemají takovou tu ambici, dneska ta generace vůbec, být fakt hodně dobří v něčem. Že jim stačí spousta věcí. Mně to stačí. Mně stačí trojka, mně stačí čtyřka. To nějak udělám. Mám pocit, že to tak často mají. Že my jsme takoví nebyli. Nevím, ale to tak říká každá generace, že my jsme takoví nebyli. Ale opravdu si myslím, že ne no. A samozřejmě, pokud to prostředí je volnější celkově, tak potom to samozřejmě neuvěřitelnou měrou přispívá k tomu, že ten přístup je takovej.

T: V poslední části tady tohoto interview se budeme věnovat historii. Literatura zmiňuje dva koncepty postavení učitele ve výuce. Nejprve byl učitel člověk, který dominoval v té třídě, řídil veškerou činnost žáků. Pak reakcí na to bylo, že se ten směr snažil orientovat na žáka a učitel tam byl spíš v roli poradce. O současném systému se tvrdí, že kombinuje oba tyto přístupy. Mně by zajímalo, jestli si myslíte, že je to pravda?

U: Je to hrozně individuální. Já určitě se snažím kombinovat oba dva. Já si myslím, že ten učitel je velice důležitý, ale ta aktivita, kór v jazycích, by měla být na žácích. Takže já se fakt snažím, aby mluvili. Aby byli zvyklí mluvit. A musím říct, že co pozoruju, teďka vlastně to bude 7 let, co tady jsem. A opravdu, když máme děti rozdělený na skupiny a vezmu si tu druhou skupinu, kde se tolik nemluví, nebo jsme spojení, je tam obrovskej rozdíl. Přitom ten potenciál si myslím, že je tam stejnej, protože jsou tam třeba osmi letá gymnázia. A kde je velký předpoklad, že se budou dobře vyvíjet. Právě, chci říct, že to mluvení a ta orientace na toho žáka je podle v jazycích neskutečně důležitá, protože fakt, to jsem chtěla říct, když si vezmu ty dvě skupiny a teďka si vezmu ta osmiletá gymnázia, kde nebyli rozdělení podle vstupního testu, tak je tam obrovskej rozdíl. A ti samí studenti mi to hlavně říkají. My nejsme zvyklí mluvit. Já... Chtějí třeba přejít k nám, ale bojí se, že to nezvládnou, že na to nejsou zvyklí... A to je právě zajímavý,

že někdy jsou tam ty protichůdný tendence, že mi stačí a já nechci. Oni totiž v ten moment, v tu danou hodinu, v ten den, kdy už jsou unavení uvítají, když ten učitel řekne tak se dneska budeme bavit nebo nebudeme nic dělat nebo dneska to bude volný, udělejte si jen cvičení ve workbooku. Ale ve finále, chtějí ten jazyk umět. Takže tam jsou dvě takový jako... A kvitují, když pak uděláte navíc a snažíte se. Právě, jak bylo to online, tak kolega právě, co jsem s ním mluvila, tak natočil takový video s děckama. Oslovil nějaký děcka, který učím na tu anketu na toho nejlepšího online učitele. A oni natočili asi deseti minutový video z různých tříd, a to mě fakt jako dojalo. Fakt jsem jako brečela několikrát. Oni opravdu, až mě to jako neuvěřitelným způsobem překvapilo, jak oni vnímají, jak jsem to musela mít náročné. Že jsem se opravdu snažila ty hodiny víst, tak jak ve škole. Že se i zlepšili. Že jsme ... Někdo říká, že v covidu to nešlo. Absolutně nesouhlasím.

A právě říkali, že oceňují, že mluví. Že se snažím, aby oni byli zapojení, že se snažím přinést pokaždý něco jinýho do té hodiny. Neuvěřitelnou stylem to tam jako opakovali, že se snažím, aby to bylo zábavný. A byla jsem fakt překvapená, jsem říkala, oni nevnímají, oni to prostě berou jako fakt. A neberou. Oni to ve finále... Ti snaživí, ti, kterým na tom záleží, ale i někteří jiní mě překvapili, že si toho váží a že to ocení.

T: Myslíte si, že ta dnešní výuka, buď na tom nižším gymnáziu nebo na tom druhém stupni základních škol se spíš řídí podle potřeb žáka nebo podle potřeb učitele?

U: No, otázka je, co jsou ty potřeby žáka a co jsou ty potřeby učitele.

T: No, já myslím, že jste mi částečně odpověděla, ale ve smyslu, jestli jakoby ta výuka víc orientovaná na toho žáka nebo na toho učitele.

U: Jo... Jako u mě konkrétně určitě na toho žáka. Já chci, aby oni byli ti nejaktivnější. Já se hodně ptám, nenechávám moc prostor pro to, aby nic nedělali a prostě mým cílem je, aby oni z toho něco měli, aby z té hodiny a z těch strávených tady měli potom... Aby tam byl prostě znatelný pokrok. Aby oni měli pocit, že se něco naučili. Ne pocit. Aby se opravdu něco naučili. Co se týče slovní zásoby, gramatiky, no prostě všech dovedností, který jsou potřeba v tom jazyce prostě zvládnout. Pevně věřím, že je nás takových převaha.

T: Super. Moje poslední otázka je, jestli chcete něco dodat nebo doplnit?

U: Asi ne, já jsem odpovídala!

T: Dobře, tak jo. Moc děkuji!