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Teacher-learner relationships

Bakalářská práce

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Prohlašuji, že jsem bakalářskou práci vypracoval samostatně a použil jen uvedených pramenů a literatury.

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Abstract

As the title suggests, this bachelor thesis is dealing with the teacher-learner relationships. The aim of this paper is to investigate the pedagogical background of the relationship between a teacher and a learner. The theoretical part is divided into three chapters concerning with the teacher, learner and relationships. The main objective is to determine the qualities each teacher possesses and how they affect their relationship towards learners. The practical part is concentrated on situations in schools which influence the classroom climate and the relationship. For this purpose, the collected notes from observations at the primary school and teacher interviews are used. The focus is on determiners of positive relationship between the learner and the teacher. The result of the bachelor thesis provides suggestions to influence teaching practice of future teachers.

Contents

1 Introduction

As the title suggests, this bachelor thesis is dealing with the teacher-learner relationships. The aim of this paper is to investigate the pedagogical background of the relationship between the teacher and the learner. This includes defining terms teacher, learner, relationship and their subcategories such as its influence and effect on the quality of learning, teacher's profession, teacher's roles and their personality.

The theoretical part is divided into three chapters concerning with teacher, learner and relationships. The first chapter is concentrated on teacher's profession, roles and on their personality. Teacher is a very complex term to understand and clarify. The main objective is to determine the qualities each teacher possesses and how they affect their relationship towards learners. A chapter dedicated to specific qualities that make teachers good is included. A learner is the main topic of the second chapter. There are certain difficulties when it comes to the definition of a learner. The aim is to present the collected knowledge about learners and clarify the problems around this term. The intention is also to present certain qualities which make learners good. In the third chapter of the theoretical part, a relationship between the teacher and learner is defined. In addition, style of the teaching and classroom climate are further mentioned in this chapter, as they are influential factors of the relationship.

The practical part is concentrated on situations in schools which influence the classroom climate and the relationship. For this purpose, the collected notes from observations at the primary school and teacher interviews are used. The focus is on determiners of positive relationship between learner and teacher. The result of the bachelor thesis provides suggestions to influence teaching practice of future teachers.

2 Theoretical Part

As suggested in the Introduction, the theoretical part is further divided into 3 chapters, focusing on the teacher, learner and relationships.

2.1 Teacher

In the first chapter, the concentration is on the teacher and its subchapters concerned with the definition of a teacher, teacher as a profession, teacher personality, function and role of the teacher, and what makes a good teacher.

2.1.1 Definition of a teacher

It is necessary to define the term teacher in the first chapter. This chapter provides you with the definition of this essential educational term and it's differentiation from pedagogue.

According to Průcha, Marešová & Walter (2003) teacher is the main practitioner of the educational process. Teacher is a professionally qualified educational worker, who is responsible for preparation, performance, organisation, and results of the educational process. In the traditional concept teacher is a main subject of education, providing the learners with the knowledge.

Moreover, Scrivener (2011) is concerned with the concept of traditional teaching. Where the teacher is someone, who governs the classroom, guides it but stays within the subject focus. In this process teacher uses old techniques, including long work on the board, complex explanation, examination etc. The speaking time of the teacher is much longer compared to the learner. The main goal of the teacher is to govern the learners towards acquiring the presented knowledge, which is often measured by test.

The misunderstanding of the two terms, teacher and pedagogue, is caused when they are presented as same, however they need to be distinguished. Jůva (2001) claims that pedagogue is more complex term than teacher, because it also represents parent, lecturer, educator, educational consultant etc.

2.1.2 Teacher as a profession

In order to understand the meaning of this thesis, it is necessary to define teaching profession. In this subchapter terms profession, qualification and professional are defined.

Profession is viewed as a service to the society. This implies high economic and social status. Profession requires knowledge, that is acquired through systematic learning process. History and culture are constantly modifying the profession, therefore it is a difficult to define this term. Profession itself enrich the teacher's knowledge, sharpen his/her skills to help provide better lessons. Even personal, social and political values are affected (Göbelová, 2015).

Generally, profession is a job that fulfils significant social function. Teachers educate and bring up members of the society, therefore they prepare them for their future life on a personal and professional level (Vašutová, 2004).

In Cambridge Dictionary (2005) the profession is defined as *"any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education."*

In addition, Dr. A. Douglas Eury, et. al. say that a professional is *"a person who possesses knowledge of something and has a commitment to a particular set of values both of which are generally well accepted characteristics of professions."*

The profession of the teacher has always been respected in the society. But over the past decades, the view on this profession has changed. With the evolution of the modern society, the profession of the teacher and various aspects of the educational process have transformed. There has been a disagreement with the perception of the teacher. Seeing it as an outdated, boring and tyrannical. This resulted in the encouragement of teachers to view their profession differently and to be more open about their relationships towards learners. Instead of only providing knowledge to the learners they began portraying themselves in a different way. They wanted to support and encourage the learners rather than flood them with information (Ur, 2012).

2.1.3 Teacher personality

This subchapter concentrates on teacher's personality and the effect on the working efficiency of learners in the classroom.

The entertainment of the lesson is influenced by the teacher's personality. Harmer (1998) based this claim on the research, which indicated that the teacher's personality has major effect on the learning process. Listening to the learners is significant, according to the survey. Not only to listen to the learners and their needs, problems or difficulties with learning, but also to help solving them in order to proceed with the learning process. Entertainment ranks amongst the preferred qualities of teacher's personality. Teachers however need to be able to draw the line, when the amusement exceeds the content of the subject matter. They also need to have sense for using the humour correctly, while it can be used to mock learners and moreover lower their motivation. On the other hand, the amusement can be used to draw away from the lesson, in a positive way. Learners are interested in their teachers; this level of curiosity can be transformed into the unification of the relationship. Teachers can talk about their interests outside the subject matter, which could ease the tension in the classroom in between exercises or after testing. However, teacher's talking time need to be regulated, because it may affect the quality of the lesson and decline the involvement of learners.

Carl Rogers (as mentioned in Scrivener, 2011), claims that some of the teacher's qualities can positively improve classroom climate and the amount of completed work in the classroom. Those qualities are *respect, empathy and authenticity*. Teachers, who possess these characteristics, can have positive effects on the quality of relationships and communication in the classroom. In addition, (as quoted in Scrivener, 2011), *"Rogers and Frelberg (1994) considered that, out of these three characteristics, authenticity was the most important. To be yourself. Not to play the role of a teacher, but to take risks of being vulnerable and human and honest."*

Supportive side of the teacher is one of the main qualities, which can contribute massively to the improvement of the classroom climate. To be supportive means to choose the right communication for the classroom, which

can achieve better relationships between the learners and the teacher. Settling good relationships is a very complicated task, because it is not closely related to the informational knowledge of the teacher. It is resolved from good communication skills, which can encourage shy and untalkative learners to express themselves. In order to encourage the learners, it is essential to communicate outside the subject matter. Although it may seem ineffective, it helps to increase the quality of the classroom climate. The supportive approach can improve learner's communication skills, which are crucial for progress in learning (Bréda, Čapek, Dandová, & Kendíková, 2017).

2.1.4 Function and role of the teacher

The main goal of this subchapter is to name roles of the teacher with the respect of the contribution to the lesson. The definition of the term role as well as specific examples is provided.

"Broadly speaking, the function of teachers is to help learners learn by imparting knowledge to them and by setting up a situation in which learners can and will learn effectively. But teachers fill a complex set of roles, which vary from one society to another and from one educational level to another. Some of these roles are performed in the school, some in the community" (Havighurst, 2018).

The term role is defined by Cambridge Dictionary (2005) as *"the position or purpose that someone or something has in a situation, organization, society, or relationship."*

Ur (2012) provided eight categories, in which she defines the main functions of the teacher. And those functions are:

- *"Instructor"*

  The teacher literally informs the learner. *He/she is also providing knowledge about the subject matter.* In language teaching, this type of teacher would provide the classroom with the grammatical rules, phonetics, vocabulary and it's examples.

- *"Activator"*

In language teaching, it is fundamental to use the language. Although speaking and writing are not conditional. Even tasks including *listening or reading* can trigger the learner to connect with the language.

- *"Model"*

  It is natural that the learner portraits the teacher as a representative of the subject. It is essential to provide a *model* for the learner, because it serves as a guide.

- *"Provider of feedback"*

  To determine the *exact* amount of required *feedback* can be a very problematic task, even for an experienced teacher. But it is necessary for the learner. He/she needs to progress in certain areas, or in which fields he/she excels.

- *"Supporter"*

  This function can be the most problematic of all of them, because it has a tremendous effect on the learning process, motivation and the independency of the learner. The teacher provides support with difficult tasks, offers different ways to complete it and providing the learner with sources of information.

- *"Assessor"*

  Assessing is a necessity, it tells whether the learners are ready to proceed with more difficult subject matter or they need to work on their weaknesses.

- *"Manager"*

  The task of the manager is to engage everyone in the classroom, to confirm that the work is *organized* and done precisely.

- *"Motivator"*

  The degree of learner's engagement is affected mainly by the teacher. It is teacher's task to prepare the lessons, which are entertaining as well as challenging, in order to raise learner's motivation (Ur, 2012).

Nevertheless, Scrivener (2011) is concerned with the entertaining style of teaching. Entertainment is not the teacher's primal concern, but even if the lesson is full of useful and high-quality information, it can be boring. However, even the entertaining lesson could lead to zero learning, for example when the teacher is mainly concerned with the amusement in the lessons. Teacher must balance between those two aspects of the lesson. Adrian Underhill (as quoted in Scrivener, 2011) categorized teachers by their teaching style into three groups:

- *"The explainer"*

  These lessons have the potential to amuse the learners, but they need to be precisely executed. Teacher talks in these lessons much more than the learner, this can cause disinterest of learner in the subject and even in the learning. This kind of teaching is caused by narrow *knowledge of the teaching methodology*. Engagement of the learners is tested through *answering questions and by doing individual exercises.*

- *"The involver"*

  The execution of this lesson is a very hard task. These teachers have good control over the classroom, they are also familiar with advanced *teaching techniques*. They give their learners a certain degree of autonomy; through which they achieve learner's involvement and they use specific and suitable activities to do so.

- *"The enabler"*

  This kind of teaching requires high level of confidence. Teachers enable learners to make decisions, which are consulted within the group. This kind of approach is more of a guidance rather than *traditional teaching* (2.1.1 Definition of a teacher). It encourages work group and it improves classroom relationships. To achieve this kind of lesson, teachers need to be comfortable in the group and they also need to be familiar with the techniques, which support these learning conditions (Scrivener, 2011).

2.1.5 What makes a good teacher?

This subchapter is about the qualities and attributes that make teacher good. The task is to explain and determine features of a good teacher.

While every teacher is different it is very complicated to define a good teacher. Some of them excel at their work, while the others lack that special something. According to Harmer (1998) good teachers share similar qualities which improve their influence on learners.

From the results of the research, (presented in Harmer, 1998) is clear, that teacher's personalities have crucial effect on the learning. Teacher's personality may provide the learners with more quality and enjoyable content. Those beneficial qualities are mentioned in the previous subchapters (2.1.3 Personality of the teacher). Apart from personality, the level of learner's interest in the lesson is the main concern. They request lessons, which are amusing as well as attractive. To achieve them, teachers must manage to include some level of unexpected content. But it is not the main aim, lessons need to have some clear outline that learners can relate to. The majority of responses were concerned about the relationship, claiming that the positive relationship is the main contribution to good teachers. Good teachers control the classroom without too many difficulties, for this it is essential to adopt class management, which is one of the main skills teachers need to acquire. They strive to develop good atmosphere in the classroom, which can be achieved through multiple procedures, for example, by encouraging learners to participate, not only those who are not afraid to talk, but also those who seem to be shy. Teacher's task is to get everyone involved, even though they often work in groups with mixed abilities. The challenge of such work is to proceed in the study as a group and not individuals. For this reason, teachers need to adapt certain exercises to learners with different abilities, which is very complicated task. When it is well performed, it can bring many benefits not only to learners but also to teachers. Teacher's ability to use criticism may have major consequences on the learner's progression. It is very hard to use critique right, because it is often connected to failure. Criticism can be beneficial; however, it requires certain sense for communication to present the mistakes as ways for improvement (Harmer 1998).

Bréda, Čapek, Dandová, & Kendíková (2017) claim, that good communication is preeminent quality of every good teacher. Good communication skills can positively affect the attitude of the learners towards the teacher. These skills need to be used with friendly, supportive and patient approach to utilise their positive outcome. Teachers with such skills accept every learner's statement and carefully respond, according to the content. The teachers do not emphasize, that the learners have made a mistake, but they rather motivate them for the future avoidance of making it again. They also use the activities that promote the communication skills, in result, the learners are more open to admit, that they have made a mistake and they are encouraged to participate more.

Krátká, (as quoted by Čapek, 2010), disagrees with the way future teachers are educated, because according to her, the main attributes learners expect from their teachers cannot be learned. Learners wish to have a teacher, who is kind, friendly, objective, funny, and who can teach them a lot and who can create a good atmosphere. Apart from these requirements, teacher has primarily the role of an educator. Petlák (2006) supported this by claiming that good teachers help learners with the problems and difficulties learners have with the learning process. Teachers guide and direct the learners, in order to improve their confidence and joy from goals they have achieved.

2.2 Learner

In the following subchapters the focus is on the learners and the learning process, learner motivation, and how to be a good learner. The definition of the terms learner and learning are mentioned as well as the motivation possibilities and attributes which make a good learner.

2.2.1 Learners and learning

In the previous chapter the focus was on teachers. To emphasize the collected information the attention is shifted to learners. This essential term is defined in the following chapter.

This thesis concentrates mainly on the learners that are on primary and secondary schools. Průcha (2003) defines a learner as *"a subject of any age,*

who participates in the educational process". This suggests, that learning is an ongoing process, which is not restricted by age of its participants. But, Ur (2012) states that *"young children learn differently from adolescents and adults"*. She supports this statement with two styles of learning which are typical for each group. *"Children learn best through implicit learning: imitating, memorizing, acquiring intuitively through repeated exposure and production in enjoyable or interesting activities"*. Although these techniques are proficient, they are time-consuming and require very good organizational skills. As quoted by Ur (2012)*"The older a student gets, the more explicit the learning processes he or she will use: accessing and applying explanation, deliberate learning of lists of vocabulary, testing hypotheses, focused practice (Dekeyser, 2001)"*. Through these techniques, the learner requires less time to learn, he or she is thus more effective. It also suggests, that the teacher need to use different approaches to certain age of the learners.

Jůva (2001) highlights the importance of the teacher in the educational process. Teacher's concerns are to provide conditions for the optimal education of the learner. In those conditions learner's personality develops, which is one of the main objectives of the teachers. The learner's development is achieved through diversity of educational means.

From the teacher's perspective there are several visible main qualities of the learners in the classroom. Namely their probable age, total number of learners, gender, materials they work with etc. On the other hand, some behavioural patterns of the learners can be observed, for instance how they respond to teachers, whether they are active, talkative, or silent and withdrawn. There are things in common within the group, some of the learners can be friends, share the same interests or they can come from the same area. The perception of each group can vary, while teachers view it differently. No group is identical, while there are individual learners, who make for the diversity within the group. Even though some teachers strive to build good relationships and to have entertaining lessons. It is very probable, that some learners are not able to come to terms with their teacher. In this case, it is a liberation not to stress about minority of learners, but to concentrate on the classroom (Scrivener, 2011).

The learning process doesn't necessarily need to take place in the classroom, moreover the learners can acquire a skill or absorb knowledge outside school. On the other hand, the level of awareness is also the key aspect of learning process. *"The learners may be conscious that they are learning something. But the learning may also happen without the learner being aware of it"* (Lindsay & Paul, 2006).

2.2.2 Learner motivation

Motivation belongs amongst the top qualities of a good learner. The concern of this subchapter is what particularly motivates learners and how can be the motivation affected.

The object of motivation varies from individual learner. Scrivener (2011) mentioned two types of motivation. *"Many learners have strong external reasons why they want to study (to get exam pass, to enter university, to get a promotion, to please their parents, etc.). This is often called external motivation. Others may be studying just for the rewards within the work itself (the fun of learning, setting oneself a personal challenge, etc., often referred to as internal motivation"*. In the matter of learning, motivation can be defined as a willingness to learn as well as determination towards achieving certain goal. How much are the learners determined towards the achievement reflects on the persistence and eagerness of their work. This can be observed from the amount of effort, inside and outside the classroom, that learners are willing to put into the process. Nevertheless, the challenging task for the teacher is to take into the consideration, that there are high differences in the individual motivation of each member of the group.

The motivation was defined by Lindsay & Knight as *"a reason or set of reasons to do something "*. It may come through different ways and it can lead to positive as well as negative outcome, influencing the overall quality of the learning process. However, teachers can encourage certain level of motivation by allowing learners to make decisions. These decisions consider for instance choice of exercises (Lindsay & Knight, 2006).

Whereas, Ur (2012) focuses on the *"motivation-associated concept of the self and personal identity"*. This kind of motivation revolves around self-

development of an individual. In this case, the aim of each learner is to achieve his or her high standard.

2.2.3 How to be a good learner?

As the title of this subchapter suggests the concentration is on the attributes that good learners share.

The description of good learners is complicated due to their diverse personalities. Each learner contributes to the classroom differently, but each contribution has its special character. Due to their specific background it is very complicated to measure what particularly makes learner good. Although there are aspects, which all good learners share. The main quality of a good learner is a high level of motivation (2.2.2 Learner motivation). The main aim of every good learner is to achieve learning independence, this means that they are able to learn efficiently on their own, in the topic of their interest. All learners have different reasons, which motivate them. For instance, they can be motivated to acquire a language for their specific needs, whether it is for watching movies, cultural interests or for interaction with native speakers. *"It is proved that learners, who are more motivated do better, than those who are unmotivated"*. To some extent teachers are responsible for the motivation of learners, but not fully. Their task is to incite the motivation through interesting and involving content. The ability to fulfil this task depends on the teacher's personality and decisions he/she makes in their choice of content (Harmer, 1998).

The learner independence was labelled by Hedge (2000) as an *"learner autonomy"* which is *"the ability of the learner to take responsibility for his or her own learning and to plan, organize, and monitor the learning process independently of the teacher"*. Independent learners can organize their work effectively and concentrate on areas which can lead them to the collective aim. For them the learning process is not restricted only to the classroom. They are able to work with limited resources. They approach learning positively; and are they able to see the benefits which learning implies. As a result, to the teacher's responses (mentioned in Hedge, 2000), it was evident that every teacher has different image of an independent learner. This is understandable due to the variety of personalities on the academic field.

2.3 Relationships

As the title of this thesis suggests, the focus of this chapter is on the relationships between the teacher and the learner. The chapter is divided into three subchapters with a concentration on the relationships in the classroom, style of teaching, classroom climate and teaching environment.

2.3.1 Relationships in the classroom

This subchapter deals with different kinds of relationships in the classroom and their effects on the learning process.

There are several relationships to take into consideration as shown by Lindsay & Knight (2006). Such as *"relationship to teaching, to the teacher and relationship with other learners",* each of these has its importance and contributions to the learning process. Feeling good about learning, its progressions, see the results of its functioning, develop individual approach, those are signs of a good relationship towards learning. The teacher contributes to this by choosing appropriate exercises and tasks to meet the needs of the learners (2.1.5 What makes a good teacher?). Moreover, quality individual relationships towards the teacher are foundation stones for a good working classroom. Finally, good relations between the learners support creating more positive classroom environment. Teachers promote this by engaging everyone in order to boost the confidence of learners and reduce the level of language anxiety.

According to Scrivener (2011), the relationship is one of the main influencers of the classroom environment. Different teachers and learners make for the uniqueness of each classroom. Some teachers are able to create positive atmosphere and unroll the learner's potential. However, there are cases when the atmosphere can be *tense and frightening* which can eliminate the will of the learners to speak and generally, engage. The accomplishments of every class highly depend on the relation between teachers and students, in other words the efficiency of the work done in the classroom depends on how good the teachers are. In the previous chapters, the characteristics of a good teacher were discussed (2.1.5 What makes a good teacher?). It is difficult to distinguish

whether those characteristics can be improved upon and how. However, Scrivener (2011) also tends to the possibility of improvement in every area of teaching although, „*some of them are more difficult than others.* "

The relationship evolves due to different stages of learner's development. This causes the change of the attitude towards the teacher (Čapek, 2010). For the purpose of this thesis, the individual stages of the learner's development are not examined.

2.3.2 Style of teaching

In this subchapter there are mentioned several styles of teaching and their influence on the relationships in the classroom.

The style of the lesson can influence not only the classroom climate but also the relationship within its members. The way of teaching, in sense of social relationships, was categorized by Vališová (2007) into three groups:

- *"Competitive"*

   The competition between learners is the foundation of this teaching style. The aim is only achieved by some of the learners. Those learners need to work harder, better, more precisely and eagerly than others. The success with achieving the goal is conditioned by failure. In order to win, somebody has to lose. This way of teaching does not bind learners together, quite the reverse, it makes them more driven against each other. Although there are positives to competing, it may also demotivate learners.

- *"Individual"*

   The learner is no longer dependent on the rest of the classroom, this implies the independence in learning and in achieving the aims. The fear of losing is thus eliminated, while other learners cannot affect others in accomplishing of their goals.

- *"Cooperative"*

    The principle of such teaching style is to encourage learners to cooperate in order to achieve collective aim. The individual can profit from the work of the group, vice versa the individual work can be very beneficial for the group progress. The learners are motivated to cooperate, divide individual tasks, and through organized approach improve their efficiency. Cooperative teaching style is beneficial for individuals, because on the next occasion they are able to work on the task by themselves. Teachers play the role of the enabler, which involves guidance, management, and distribution of work. The benefits of the cooperative work can be wasted, when the follow through is skipped. The reflection of the exercise is key for the overall improvement, from which all members of the classroom can benefit. Teachers can ask questions, initiate discussion, and motivate for self-evaluation. The positive classroom climate and good relationships in the classroom can boost learners to be more critical not only to the group but also to themselves (Vališová, 2007).

In addition, Bréda, Čapek, Dandová, & Kendíková (2017) concentrate on the positives that might come out of a cooperative style of teaching. However, the lesson is very complicated to control, therefore it needs to be well instructed in order to achieve the benefits. To be able to guide the classroom though the tasks implies very good teaching skills. Duties of the teacher are to divide the learners into groups, assign roles, and to set rules and goals. Teachers need to take into the consideration the variety of learners and their abilities. The biggest benefit of well guided lesson or task in cooperative style is building trust amongst the members of the group. Trust affects teaching, learning, and it ranks amongst the strongest attributes of relationships. However, trust can be built by the acknowledgement of mistakes, the sharing of information, and by taking responsibility for the whole group.

On the contrary, Scrivener (2011) points out complications, which accompany group work. Although there are many benefits to cooperative activities, every group operates differently, thus means it has its strong and weak sides. And every teacher has the altered approach to the way they operate in each group. Taking all into consideration, teachers have a complicated task to involve every learner and motivate them. However, when teachers are able to cope with *individual differences*, then the cooperative approach can be highly beneficial.

2.3.3 Classroom climate and teaching environment

The terms classroom climate and teaching environment were mentioned throughout this thesis. The main purpose of this chapter is to clarify these terms in order to understand their impact on the learning process.

Čapek (2010) defined classroom climate as a complex reflection of subjects and individuals, experiences and emotions, which effects mutually every participant of the group in the educational process. In addition (Blaštíková, 2015) states that the classroom atmosphere is just a momentarily condition, however classroom climate is a long-term aspect.

The are several influential factors of learning and behaviour which do not come only from the individuals. Learners are surrounded with their peers which have bigger effect on them than teachers and even parents. The classroom climate is formed by every individual learner, who is attending the classroom. Learners are aware of the differences between members of the group. Therefore, is the classroom divided into the groups of learners, individuals and teachers. Teachers can influence the class climate by their style of teaching which is adapted to every group differently. In the same group of learners, there can be multiple types of classroom climate, which can appear under a different teacher. The improvement of the class climate is not possible without the involvement of every member of the group (Čáp & Mareš, 2001).

For the purpose of this thesis, class climate will not be dealt with, due to its comlexity and expertise. If relevant it will be discussed in the practical part. For further reading see (Petlák, 2006), (Blašíková, 2015), (Čapek, 2010).

3   Practical part

The practical part is divided into categories concerned with teacher, learner and relationship between them. I am examining teaching styles, engagement of learners and relationships between them, supporting my claims based on the observation with the collected knowledge from the theoretical part.

In the practical part notes from the observations as well as two interviews with my former teachers are used. The school I have collected these notes from is my former primary school. Because of this, I could experience lessons as a future teacher, lessons I had once participated in as a learner. My perspectives and opinions about the lectures I have participated in as an observer will be included.

3.1   Teacher interviews

The focus of the interviews is on the profession of the teacher (2.1.2 Teacher as a profession). The interviews with my former head teacher as well as classroom teacher will serve as a main resource for this chapter. The purpose of the interviews was to discover their view on the profession of the teacher. At the end of this chapter my personal reflection on the interview's outcomes is presented.

3.1.1   Interview 1

The relationship towards the profession should be positive in order to achieve good results with learners. My former classroom teacher has built up this relationship over the years and she has started on this while still attending her secondary school. Even though, I have had an idea or certain motivation since my secondary school as well, I have not given it as much though unlike now. However, the portrayal of the profession by society has changed but it should not affect the views of the profession by teachers.

3.1.2   Interview 2

In the interview with my former head teacher, who is still in charge, I wanted to concentrate on the profession of the teacher. I was particularly interested in its progression and transformation over the years. The question

was whether the teacher would have chosen the same profession, to which he answered no. The profession has changed over the last years, that he is in charge, and with it, its prestige. Also, there is a media build-up which influence the bad reputation of teachers. This results in an amateur approach by parents towards the teachers, in other words, teachers are no longer considered professionals. His next concern was non-functional system of education that lacks common aim.

On the other hand, now teachers are not fully restricted to the curriculums, they need to follow the guidelines, but they can use many methods and styles to teach. This gives them a certain autonomy to adapt the teaching to their personal preferences and to the individual learners.

3.1.3 Personal reflection

Based on the interviews it is evident, that the profession is constantly transforming. It is not only the profession but also the view of it. There have been some difficulties connected to the teaching career that each teacher needs to overcome in order to improve. But there are still some difficulties, which complicates teacher's tasks. And those can be resulted, in my opinion, with a positive approach towards the profession.

Whether the relationship of the teachers towards the profession is good or bad depends on individual teacher. We should see positives in building good relationship towards the profession. Teachers should strive to build a positive relation to their profession not only for maximizing the working efficiency but also for their own good feeling. In my opinion this approach has the potential to increase work motivation for learners as well. I strongly believe that being a teacher is a privilege and that the teachers play a significant role in learner's life. However, the profession of a teacher is a very debatable topic in any society.

3.2 Observations

In this chapter I will be discussing five different teachers from the perspective of their personality, role and function, and style of teaching. I have participated in nine lessons, in which I have concentrated on learners, classroom

climate and relationships between teachers and learners. The lessons will be chronologically organized. At the end my personal comment on the collected data is included.

3.2.1 Observation 1

3.2.1.1 Content of the lesson

Table 1

Date	9th October 2018
Grade	4th
Subject	English language lesson
Topic	Clothes, parts of the body and colours
Teacher	woman
Number of learners	18 (5 boys, 13 girls)

Table 1 presents basic information about the lesson. The oral examination at the beginning of the lesson was followed by the test, which content was almost the same as in the oral examination. The testing was evaluated by the learners immediately after the teacher shared the right answers. To give the lesson more relaxed atmosphere after the examination and the testing, the teacher divided the classroom into groups, in which the learners exercised vocabulary. At the end of the lesson the teacher used visuals and asked simple questions to practise the lesson content. The last visual was about the veteran's day which was about to come. The reason why people wear poppies was explained in Czech.

3.2.1.2 Teacher

The teacher showed signs of friendly personality however, punishment of the learners, for not completing their homework, was inevitable to sustain the respect. The style of her teaching was engaging every learner to participate, which was building a will for learning. While the learners were working in the

groups, the teacher supervised their activity. She served a more guiding role, instructing the learners through easy and simple instructions. There was not only praising the learners but also motivating them to do better by the teacher.

3.2.1.3 Learners

Learners were willing to be orally examined on the vocabulary in front of the classroom, after which they were praised by the teacher as well as their peers. The learners were given a space to express their emotion after the testing.

3.2.1.4 Classroom climate

Through the style of her teaching and her personality the teacher was building a positive climate in the group. It was evident from the will of the learners and their determination to work. From my perspective, this was well organized lesson each activity was fluent and aligned specifically to serve the content of the lesson.

3.2.2 Observation 2

3.2.2.1 Content of the lesson

Table 2

Date	9th October 2018
Grade	8th
Subject	History class
Topic	late 18th century Russia under Catharina the Great
Teacher	woman
Number of learners	24 (14 boys, 10 girls)

Table 2 presents basic information about the lesson. The repetition of previous subject matter took place at the beginning of the lesson, as well as the correction of the test. Multiple sources of information were used such as books, visuals, and videos, they helped to present the subject in more enjoyable way. The encouragement to work in the group ended in the individual work, while learners were not allowed to talk to each other in the lesson.

3.2.2.2 Teacher

This was a lesson where I have encountered my former classroom teacher. I have a memory of a strict and tough teacher whose lessons had structured content and tense atmosphere. She had strong leadership qualities, which have remained unchanged. Her style of teaching did not engage every member of the classroom. The personality of the teacher was not supportive although the repetition of the content throughout the lesson may have increased the efficiency of the learning process. The competitive style of teaching left some learners with the feeling of loss. There are more negative qualities that I have spotted on this teacher however, the guidance of the lesson and learner's

discipline were her advantages. They helped her control the classroom without many difficulties.

3.2.2.3 Learners

The classroom seemed to be divided into the learners that know, those who are scared and those who are not interested in the subject at all. The revision took place at the beginning of the lesson, engaging those who knew or were interested. There was a definite fear of making a mistake, because of the teacher's attitude towards mistakes. After a wrong answer, the teacher took a disapproval approach towards the learner, making him or her feeling bad about it. However, there were learners who were able to overcome this fear and tried to make the use of their mistakes. The only motivation was aimed towards one learner, who was the most productive in the lesson.

3.2.2.4 Classroom climate

The tense atmosphere did not motivate some learners to engage or make an effort. However, due to the bad class climate in this lesson there was not much cooperation between the learners and very little encouragement from the teacher.

3.2.3 Observation 3

3.2.3.1 Content of the lesson

Table 3

Date	9th October 2018
Grade	6th
Subject	English language class
Topic	Clothes and present continuous
Teacher	man
Number of learners	18 (6 boys, 12 girls)

Table 3 presents basic information about the lesson. At the beginning of the lesson the teacher presented results from the previous testing in front of the whole classroom. He tried to encourage the learners to speak. But the exercises were too long, and the slow course of them distracted the learners from the lesson. The aim was to go around the classroom and give every learner opportunity to say what are they wearing. This resulted in diversion from the lesson. At the end of the lesson, in the remaining time the learners were given time to do their homework. However, some of them were not interested in doing their homework and they have contributed to even more chaos in the lesson.

3.2.3.2 The teacher

I was not particularly interested in taking part in this lesson due to my bad experience with my former English teacher. I was aiming for the objective judgement, which would not be affected by my experience. The lesson was however badly executed, due to the style of teaching and teacher's attitude towards the learners. The disrespectful behaviour of learners was resolved by individual confrontation between the teacher and the learner. However, the teacher's approach to the learners was friendly, he tried to evoke positive class climate by telling stories and jokes to the learners. But in this case, it was not contributing the lesson positively. The classroom atmosphere was chaotic, due to the unorganized structure of the lesson.

3.2.3.3 Learners

The lesson did not start at the beginning, the learners were communicating with each other, not paying attention towards the teacher. The attention of learners seemed to be hard to get. The distraction level of the learners was rising as the lesson progressed. Very few students were interested in the lesson, but those who were, ended up doing the work independently.

3.2.3.4 Classroom climate

The classroom climate reflected the course of the lesson. Even though the teacher tried to promote good and positive atmosphere, it has failed. The

structure of the lesson has decreased the attention of the learners, which have resulted in disorganized climate.

3.2.4 Observation 4

3.2.4.1 Content of the lesson

Table 4

Date	29th October 2018
Grade	9th
Subject	German language lesson
Topic	Possessive pronouns, vocabulary of the house
Teacher	woman
Number of learners	23 (13 boys, 10 girls)

Table 4 presents basic information about the lesson. The lesson started with testing, for better control were the learners divided into two groups. The content of the test was room description, with the concentration on the vocabulary. The learners were given a picture of the room to which the teacher referred. After the testing the teacher asked the learners for the answers. To promote speaking skills, there was an exercise that was based on the visuals in the exercise book. While the teacher was explaining the grammar on the board the learners were writing the grammar in their notebooks. It was followed by an exercise, in which the learners were trying to translate eight sentences. In the end this simple exercise took around twenty minutes because of the constant mistake correction.

3.2.4.2 The teacher

There was a communication throughout the testing from the teacher's side, which could disrupt the learner. To gain attention the teacher talked very loudly however it did not help to quiet some talkative learners. The teacher was too

keen on the perfect grammar, she was constantly interrupting the learners for mistake correction, which may not only increase their fear of making a mistake but also decrease their motivation.

3.2.4.3 Learners

The majority of the learners were engaged; however, the were constantly being interrupted in the cause of their mistakes. Right before the test the learners were advising each other. There were a lot of questions towards the teacher and some of them were asked only to stretch the time before the test. In this case the teacher should stop the asking and proceed to the testing itself. One learner effected the classroom climate, for example he asked unnecessary questions, he disturbed his fellow learners and he has spent a lot of time talking. The teacher was ignoring behaviour of this learner.

3.2.4.4 Classroom climate

The classroom climate was not optimal for the quality learning process, even though the teacher has used good examples, explained the grammar understandably and arranged the lesson well. The atmosphere was however tense due to the teacher's approach towards mistakes.

3.2.5 Observation 5

3.2.5.1 Content of the lesson

Table 5

Date	29th October 2018
Grade	4th
Subject	English language class
Topic	There is/there are with the use of prepositions
Teacher	woman
Number of learners	18 (11 boys, 7 girls)

Table 5 presents basic information about the lesson. The lesson started with an oral examination, in front of the classroom, on vocabulary and an introduction of a friend. Followed by the controlling of the homework which was based on vocabulary as well. The learners were asked to write their sentences on the board and correct their mistakes. Pictures to support the learning of vocabulary and for the visualization were used. The classroom was divided into groups to work collectively on the task of memorizing things in the picture. In the end of the lesson some new vocabulary was written into learner's notebooks.

3.2.5.2 The teacher

The teacher showed signs of patience, which was optimal for the age group of her learners. The learners were encouraged to correct their mistakes, that suggests a positive relationship towards learning, which was set by the teacher. The teacher motivated her learners by supporting them, while they were examined or while they were writing on the board. She used language of the subject matter to give the learners simple instructions. The group work was under supervision of the teacher, who was providing tips and instructions. The time between the exercises was used for the preparation of the following task.

3.2.5.3 Learners

Every single learner is involved and more importantly wants to be involved. The fear of making a mistake was eliminated by the supportive approach of the teacher. The will of the learners to express themselves in foreign language was thus increased.

3.2.5.4 Classroom climate

The atmosphere was positive, even though there was a noise, because of the activity, it was well managed by the teacher. Overall there was a good classroom climate and the learners were motivated by the teacher to achieve their tasks.

3.2.6 Observation 6

3.2.6.1 Content of the lesson

Table 6

Date	29th October 2018
Grade	7th
Subject	English language class
Topic	Countable and uncountable food
Teacher	man
Number of learners	17 (12 boys, 5 girls)

Table 6 presents basic information about the lesson. This lesson was shortened due to the theatre act, in which the learners from different English group were performing. At the beginning of the lesson the vocabulary was practised. The speaking was promoted by the exercise which aim was to explain the learner's eating habits in the morning. Followed by written exercise with countable and uncountable vocabulary.

3.2.6.2 The teacher

The head teacher has explained to me that this particular lesson is going to be a problematic one due to certain learners, which were put into this group. He himself took the responsibility for them, although it did not solve all the problems. The teacher had a strong voice, which was used to calm down the classroom. It was evident that the teacher has authority, but some of the learners were not paying attention anyway, that resulted in misinterpretation of the exercise task. It was really hard to get the attention of the learners, who seemed uninterested in the subject matter.

3.2.6.3 Learners

As mentioned the group of the learners was problematic, some of them were not paying attention from the very beginning of the lesson. Consequently, some of the learners admonished the learners who were disturbing. Suggesting that there were learners, who were interested in the lesson, but they were distracted by their peers.

3.2.6.4 Classroom climate

Even though the lesson was shortened, the classroom climate was negative. The learners were distracted from the very beginning, and the tone of the teacher's voice made for the tense atmosphere.

3.2.7 Observation 7

3.2.7.1 Content of the lesson

Table 7

Date	30th October 2018
Grade	4th
Subject	English language class
Topic	There is/there are, basic vocabulary
Teacher	woman
Number of learners	16 (7 boys, 9 girls)

Table 7 presents basic information about the lesson. The lesson started with an oral examination of the learners in front their classmates. It was followed by controlling homework, which the learners were writing on the board. The aim was shifted towards the course book and the task was to fill up the right answers based on the simple listening. The teacher showed a poster to the classroom, that was divided into groups, in which the learners cooperated on the collective aim of writing as many words as they remembered. Although the

principle of all exercises was the same, each of them was adjusted to focus on different areas of the language.

3.2.7.2 The teacher

The personality of the teacher was friendly and supportive, she was taking into consideration the age of the learners, for example, she calmed down a nervous learner and supported him. She gave the learners basic instructions in foreign language to boost the input of it. It was evident that this teacher was popular amongst the learners, which has reflected not only on the learner's participation but also on the positive classroom climate.

3.2.7.3 Learners

The motivation of the learners was reflected on the willingness to participate and they were willing to be orally examined as well. Although it is hard to distinguish, I believe that the learners had positive relationship not only towards the teacher but also towards learning.

3.2.7.4 Classroom climate

In this lesson I felt a positive and relaxed classroom climate. Even though the examined learner was a bit stressed, the teacher supported him a calmed him down. The learners seemed relaxed and not afraid to speak, which I see as a major advantage in language-oriented subject.

3.2.8 Observation 8

3.2.8.1 Content of the lesson

Table 8

Date	30th October 2018
Grade	3rd
Subject	English language class
Topic	Friends at school
Teacher	woman
Number of learners	18 (10 boys, 8 girls)

Table 8 presents basic information about the lesson. The lesson started with an activity, in which the learners tested each other on the vocabulary. After this activity an oral examination followed. The course of the examination was slow, because of the learner's age. The learners had special notebooks just for tests which were distributed throughout the classroom with the results of the testing from the previous lesson. The learners checked each other's homework. This was followed by the work in the course book, where the learners though about the reason of wearing a uniform at school. At the end of the lesson a project in form of a poster was assigned. The posters will then serve as a decoration of the classroom. Before the very end, through a simple activity, a new seating plan for the learners was decided on.

3.2.8.2 The teacher

The teacher controlled the class without any difficulties. She encouraged the learners to motivate themselves through testing each other or checking each other's homework. She was also very supportive, it has reflected on the course of the oral examination, which was slower but correct. She managed to calm down a nervous learner and even praise him for good result in front his classmates. The guidance of the learners was done through very simple instructions in the language of the subject.

3.2.8.3 Learners

The relaxed atmosphere reflected on the working ethic of the learners. due to good organization of the lesson learners were cooperative and engaged in the subject matter. They were supporting each other, which suggests good relationships between the learners.

3.2.8.4 Classroom climate

As mentioned the classroom climate was positive, even though the teacher had to calm the class down at one point. However, the popularity of the teacher and her subject amongst her learners was evident. The cooperation of the learners promoted good relationships between them.

3.2.9 Observation 9

3.2.9.1 Content of the lesson

Table 9

Date	30th October 2018
Grade	8th
Subject	German language class
Topic	Pets
Teacher	woman
Number of learners	11 (5 boys, 6 girls)

Table 9 presents basic information about the lesson. Before the testing the teacher checked the absence, she used instructions in the language of the subject. The testing started after many unimportant questions from the learner's side. The test was on basic vocabulary and flexion of verbs. The exercise, that followed the testing, was listening comprehension. The task of the learners was to gather information about each animal and who it belongs to. The task itself was simple however, the listening seemed too difficult for the learners. It

resulted in time of the exercise, which exceeded half of the lesson. In the end, there was no time to do anything other than the listening exercise.

3.2.9.2 The teacher

The correction of the mistakes slowed down the course of the lesson. The teacher was constantly interrupting the learners whenever a mistake occurred. She also should have stopped the questions from the learners, as some of them were unimportant. The listening took more than expected, from my perspective it was too fast, and the teacher should have stopped the listening exercise after each segment. The personality of the teacher was not supportive towards the learners, this resulted in tense atmosphere.

3.2.9.3 Learners

At the beginning of the lesson, while the teacher went to get the testing notebooks the learners were testing and encouraging each other. But while they were doing the listening exercise, they seemed rather discouraged. The teacher should have motivated the learners when they were struggling.

3.2.9.4 Classroom climate

Due to the testing and difficulty listening exercise, the classroom climate was poor. It seemed as if the learners were a bit afraid of the teacher.

3.2.10 Personal reflection

Seeing the educational process was an interesting experience. I have participated in lessons, which have been transformed by the teachers into entertaining lectures (see Observations 1,5,7,8). On the other hand, there were some lessons, that were not as entertaining as I would imagine them to be (see Observations 2,3,4,6,9). Although it was not always the teacher's fault, they are responsible for it.

The observations have changed my view on teaching, I have realized that it is not as easy as I have portrayed it. This experience has also contributed to my teaching practise, providing me with many ideas and inspiration. I have had some personal experiences with the teachers and it has contributed a lot to my

idea of the teaching. Being able to understand the concept each lesson, spot mistakes or positives was an influential experience.

3.3 Results and discussion

As mentioned in the introductory section of the practical part of this thesis (chapter 3), in this part the results of the inquiry based on both the theoretical findings and observations from the school are presented. Overall, the interviews and notes from observations have provided me with enough data to be able to answer the questions stated in the introduction of this thesis. For the purposes of preserving the clarity in data presentation, the chapter is further divided into three subchapters concentrating on teachers, learners and relationships, respectively. In each subchapter, the determiners of the relationships between teachers and learners are presented.

3.3.1 Teachers

Based on the collected notes from the observations it is evident, that some teachers have managed to perform better than others (3.2.10 Personal reflection). The determiners of the positive relationship between teachers and learners from the point of view of teacher only are stated below:

Characteristics:

Those teachers share some similar characteristics, which improve the overall quality of their lessons. It was evident that some teachers were more popular than others. Judging from the collected data, the teachers, who have supported, praised but also calmed the learners down, were much popular than the others, especially (Observations 1,5,7,9). The popularity was gained through the relationship between the teacher and the learners. Every learner has his or her favourite teacher. Those teachers have made their lessons more entertaining, which can motivate the students to engage in the learning process or subject matter. However, the more personal approach to the lessons can also result in a negative outcome (Observation 3).

Requirements for teachers have risen, now it is not only about the knowledge, but more importantly about the ability to pass it on. Which is in some occasions very difficult. Organization of the lesson, personality, ability to

amuse, motivation, these belong to many important factors which influence the impact on the learners.

Roles:

The supportive role of a teacher proves to be the one of the most influential quality. In addition, those teachers who were strict and were able to calm the learners down, have had lessons with more attention towards the subject matter. However, from my perspective the combination of the supportive and strict approach is the most beneficial in order to achieve the most effective learning process.

Climate:

In lessons, where the teacher encouraged his or her learners, was a more positive classroom climate. It resulted in much bigger involvement of learners and in the number of completed tasks.

Personality:

There were many teachers throughout my learning experience, each of them had unique personalities, which have affected not only my view of the subject but also my approach to learning. Some of them were entertaining and relaxed while others were strict and serious. However, every personality contributes towards the overall view of the learning process. Having good personality belongs to the qualities which can improve the learning process.

In my opinion, teachers should strive to present a good example to their learners, because they could have a good influence on them. On the other hand, there is a certain possibility that teachers can have bad influence on their learners.

3.3.2 Learners

Engagement:

The engagement of the learners in the lesson heavily depends on the teacher. Some of the teachers were able to engage every learner, even though there were some evident differences between the learners (Observations 1,5,7,9).

Those lessons were language oriented, thus the involvement was even more important.

Motivation:

The success of the lesson was not only about the involvement of the learners but also encouragement. The learners, who were struggling, should have been encouraged them to do better or learn from their mistakes. Those teachers, who have done so, achieved higher activity of their learners. And the learners, who were given a space to correct themselves, were determined to do better.

The motivation is hard to observe from the educational process, because there are many determiners of the motivation. However, the learners need to be motivated not only by the teacher but also by themselves. Getting the learners motivated is, from my point of view, the most difficult task. A good motivation is though one of the most important factors of a good learner. Teachers may promote good motivation, but it is mainly up to learners whether they want to learn or do not.

Learning techniques:

From my perspective, the focus of the learning process should be also on techniques of how to efficiently learn, even though everyone learns differently, the techniques could open possibilities for more effective learning.

3.3.3 Relationships

Signs of the relationship:

I have realized that the relationship between teachers and learners is not that easy to observe. It is affected by so many underlaying things, which cannot be always visible. However, the signs of the relationship occur for example in the teacher's attitude, classroom climate and the way how learners express themselves. Even though the relationships were difficult to observe, it reflected on the engagement of the learners, on the teacher's popularity and on the classroom climate as well. Those lessons were more fluent, but they were oriented on the learner, whose learning process was the main target of the lesson.

I remember, that I have not had the optimal relationships with my former teachers. Some of them were passionate and proud of their job, while others seemed unsatisfied, which have reflected on the educational process. I have not been always interested in teaching, but that has dramatically changed over the past years. I have discovered that teaching and studying are not only related to school. I have been fortunate enough to have many good teachers, who have motivated me to do things, which did not seem interesting for me. But at the end they have contributed my life in many ways.

4 Conclusion

The main aim of this thesis was to study the relationship between the teacher and the learner and its determiners. In the theoretical part the focus was on the teacher, learners and their relationship. To support the theoretical findings, the practical part concentrated on the observations from the primary school. In this final chapter the conclusion of the findings in the practical part are presented.

Teacher

The term teacher proved to be very a complicated term to define with the most contributive chapter for me being sub-chapter 1.1.5 *What makes a good teacher*. In this chapter the key qualities that make a good teacher were mentioned. The teacher's personality is a crucial aspect and moreover the relationship between teacher and learner is the dominant determiner of teacher's quality. The teacher also proved to be, from my perspective, the most important aspect of the educational process. Through a good teacher, learners are more engaged in lessons, they have better motivation, and the lessons can be transformed into entertaining lectures. In contrast, teachers can demotivate learners and cause a discouragement from the learning process. To wide extent teachers are responsible for the behaviour of their learners, thus for the relationship as well. I have been taught by many teachers and coming back to watch them teach and interact with them was an interesting experience. It proved me that the relationship between teacher and learner could make a real difference.

Learners

The learners are just as important in the relationship as the teachers, moreover their attitude towards learning and motivation. Which can be to some extent influenced by the teacher. But the main quality of a good learner is a learning independence and a good quality motivation (2.2.3 How to be a good learner).

Relationships

The relationship between the teacher and learner itself is hard to notice in the observation in a classroom, however there are several determiners which can appear in the lesson. As the results suggest, the determiners of the relationship between teacher and learner are;

- Learner's involvement in the lesson

- Positive classroom climate

- Entertaining style of teaching

- Supportive and strict approach

- Teacher personality

- Learner motivation

- Popularity of the teacher

The aim of this thesis was to study the relationship between teacher and learner and what are its determiners. In conclusion, I have concentrated mostly on the teacher, who is not the only influencer of the relationship, while I was not paying enough attention towards the effects and improvements of the class climate and atmosphere, that are as important as teachers themselves. Although, as a future teacher I certainly see the improvement of the relationship between teacher and learner in self-development. I have realized that many mistakes come from not paying enough attention to myself. This thesis was a success for me and I will use the gained knowledge and perspective in my future teaching practice.

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ANOTACE

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Název práce:	Vztah mezi učitelem a žákem
Název v angličtině:	Teacher-learner relationships
Anotace práce:	Tato bakalářská práce se zabývá problematikou vztahu mezi učitelem a žákem. Cílem práce je prozkoumat vztah učitele a žáka, společně s jeho determinanty. Teoretická část je rozdělena do tří kapitol, která se jednotlivě zabývá učitelem, žáky a vztahy. Hlavním záměrem je zjistit, jaké vlastnosti učitele ovlivňují vztah mezi ním a žákem. Praktická část je soustředěna na situace ve školách, které ovlivňují klima třídy a vztahy v ní. Pro tyto účely byly využity poznámky z hospitací na základní škole a rozhovory s učiteli. Výsledky této práce poukazují na aspekty vyučování ovlivňující vztah mezi učitelem a žákem.
Klíčová slova:	Učitel a žák, profese učitele, osobnost učitele, role učitele, motivace žáka, třídní klima, styly vyučování, vztah učitele a žáka

Anotace v angličtině:	As the title suggests, this bachelor thesis is dealing with the teacher-learner relationships. The aim of this paper is to investigate the pedagogical background of the relationship between teacher and learner. The theoretical part is divided into three chapters concerning with teacher, learner and relationships. The main objective is to determine the qualities each teacher possesses and how they affect their relationship towards learners. The practical part is concentrated on situations in schools which influence the classroom climate and the relationship. For this purpose, the collected notes from observations at the primary school and teacher interviews are used. The focus is on determiners of positive relationship between learner and teacher. The result of the bachelor thesis provides suggestions to influence teaching practice of future teachers.
Klíčová slova v angličtině:	Teacher and learner, teaching profession, teacher personality, teacher function and role, learner motivation, relationship, classroom climate, style of teaching
Přílohy vázané v práci:	
Rozsah práce:	46
Jazyk práce:	Angličtina