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Activating Learners in an English Language Class
Renata Lhotková

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

Diplomandka se bude ve své práci zabývat aktivizací žáků ve výuce anglického jazyka. V teoretické části nejprve zasadí zkoumanou problematiku do širšího teoretického kontextu, definuje a popíše techniky používané k aktivizaci žáků a představí pojetí žáka jako aktivního subjektu ve vyučování. V praktické části diplomandka zrealizuje vlastní výzkum na vybrané škole. Cílem tohoto výzkumu bude zjistit, jaké aktivizační techniky a z jakých důvodů učitelé používají v reálné výuce a jak tyto používané techniky vnímají samotní žáci. Ve svém výzkumu bude diplomandka kombinovat metody strukturovaného pozorování, dotazníku a individuálního a skupinového interview.

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Vedoucí diplomové práce:

Mgr. Helena Zitková, Ph.D.


Katedra anglistiky a amerikanistiky

Mgr. Irena Reimannová, Ph.D.


Katedra anglistiky a amerikanistiky

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prof. PhDr. Karel Hyšek, z.Sc.
děkan

 Univerzita Pardubice
Fakulta filozofická
532 10 Pardubice, Studentská 84


doc. Šárka Bubiková, Ph.D.
vedoucí katedry

V Pardubicích dne 30. listopadu 2016

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NÁZEV PRÁCE: *Aktivizace žáků v hodinách anglického jazyka*

ANOTACE

Tato diplomová práce se zabývá aktivizací žáků v hodinách anglického jazyka. Celá práce je rozdělena do teoretické a praktické části. Hlavním cílem teoretické části je poskytnout kontext pro aktivizaci jako jsou klíčové principy humanistického pojetí ve výuce anglického jazyka a představit konstruktivismus. Dále jsou prezentovány principy aktivizace ve výuce anglického jazyka a jsou vysvětleny důležité pojmy jako cíle, učení, aktivizovaný žák, aktivizující učitel a metody, techniky a pomůcky. Praktická část představuje případovou studii, která se uskutečnila na vybraném gymnáziu. Do výzkumu bylo zahrnuto třináct žáků a jeden učitel.

Klíčová slova: aktivizace; aktivovaný žák; aktivizující učitel; aktivizační metody; učební pomůcky

TITLE: *Activating Learners in an English Language Class*

ANNOTATION

This thesis deals with the issue of activating learners in an English language class. It is divided into a theoretical and practical part. The main aim of the theoretical part is to provide a context for activation such as key principles of humanism in English language teaching as well as introduce constructivism. Principles of activation in English language teaching are presented and important aspects such as aims, learning, activated learner, activating teacher and methods, techniques and teaching aids are explained. The practical part introduces a case study which was carried out at a selected grammar school. One teacher and thirteen learners were involved in the research.

Key words: activation; activated learner; activating teacher; activating methods; teaching aids

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INTRODUCTION

The main incentive to write this thesis is the assumption that activization of adolescent learners in an English classroom might be rather challenging. The adolescent learners' perception of other adults, in this case, their English teacher, as well as their mutual rapport can influence learners' attitudes to learning.

The intention of this paper is to find out what activating methods and techniques are employed in an English language classroom, what are the reasons for their choice and how learners perceive the methods and techniques used.

Relevant terminology and concepts are defined in the theoretical part of this diploma paper. The whole theoretical part is divided into two main subchapters presenting the most distinct aspects important for activization and therefore for this diploma paper. Firstly, activization of learners from the perspective of holistic development of the learner's personality is introduced. Thus humanistic psychology provides the explanation why activization is crucial in learning while historical background is provided. Key principles of humanism are offered in order to understand better why activization has such a significant role in English language teaching. The second part is represented by constructivistic theory of learning in which three methodologies based on humanistic approach are introduced and constructivism is explained. According constructivism all humans construct their own versions of reality therefore they learn different things differently. Piaget explains the reasons for such differences by introducing four stages of a learner's life. In this part constructivistic principles of learning are discussed and explained in terms of activization of learners. The last part consists of social constructivism which introduces a social constructivistic model that explains the relations among those who enter learning.

The second subchapter deals with individual principles of activization in English language teaching where each of them is introduced, described and discussed in the context of activization of learners in English language teaching. Aims, as the first part, discuss its role in activization and offers rules which should be followed when setting and stating the aim, categorization of aims according to domains is provided as well. Then, learning is briefly described. An activated learner is defined thanks to discussing learning styles and learning strategies. Also adolescence is taken into consideration concerning activization. An activating teacher is defined thanks to three main aspects which are teacher's roles, rapport between a

teacher and his learners and organizational forms a teacher uses to support activation of learners. This part is closed by a discussion about methods, techniques and teaching aids, which are relevant concerning activation.

The practical part, developed from the theoretical background, is based on research which took place at grammar school. The research consists of six observed lessons, questionnaires filled by thirteen students, interviews with four students and an interview with their teacher. The research reveals students' attitudes to an English language, English classes as well as their perception of the teacher and opportunities which they are provided with by their teacher. However, the research mainly focuses on the teacher and what activating methods and techniques he uses.

1. THEORETICAL PART

1.1. Activization of learners from the perspective of holistic development of the learner's personality

In the first subchapter, the theoretical background is provided to be able to understand better what activization means, where it comes from, what lies behind the need to activate learners and what, as well as whose, ideas play a crucial role regarding activization of language learners.

The first part deals with humanistic psychology which is briefly described and its origin is succinctly explained. Important names such as Allport, Maslow and Rogers together with their approaches to learners or clients are being introduced and described. All of the above mentioned experts agree that a man is in the centre of his own life and it is the man who is responsible for his own happiness. Mainly, five key principles of humanism are introduced and explained and examples describing attitudes of teachers in humanistic approach are categorized according to the key principles. The influence of humanistic psychology on learning and teaching, which is the stress on the development of the person as a whole, is discussed here and the relations between humanistic psychology and activization are pointed out.

Secondly, constructivistic theory of learning covers how a learner participates on constructing his own version of reality therefore each individual is responsible for his own learning. Constructivistic principles of learning, such as active involvement in learning, a relationship between learning and thinking, right task and teacher's role in a classroom are presented and discussed. These principles, originally introduced by Piaget, are explained in a context of humanistic approach in English language teaching which investigates teaching where there are opportunities for learning to happen.

Lastly, social constructivism is presented in order to explain how humanistic approach influences learning and what impact it has on a learner and his need to become independent in the context of learning. Social constructivistic model is introduced in order to illustrate relations which take place in learning context.

1.1.1. Humanistic Psychology

In the second half of the twentieth century, a new approach to how people should act, interact, treat and be treated evolved from two, at that time current, theories. On the one hand, psychoanalysis, offering a deeper insight into a person, however, did not provide falsifiable

hypothesis. On the other hand, behaviourism which offered scientific data without any respect to a human being and his inner world. Such conditions were ripe for a synthesis of the features that represented the viewpoint of a person as a whole. At that time current situation called for the emergence of a new different approach which would include the perception of a man not only from one point of view, but that would perceive the man as a creator of his own destiny and the one who is responsible for his own self, thus humanistic approach emerged (Čáp, 2007, p.132).

The view of a man changed significantly and the word humanism itself suggests that a human is in the centre. The perception of a man is now completely different, Kurtz claims that: "Humanists see 'modern man [as] largely responsible for his own destiny'" (Kurtz, p.5, in Stevick, 1990, p. 23). From the humanistic point of view, it is the man who must use his own brain to make right decisions and solve problems reasonably.

Gordon W. Allport, one of the significant psychologists representing a germ of a humanistic idea, created a depiction of a humanistic personality. According to Allport's point of view, such a person has a positive rapport with other people, expresses empathy, maintains his relationships and is capable of perceiving them realistically. He is emotionally stable, resistant to frustration, likely to know himself adequately, his goals are valuable and he is active and free (Čáp, 2007, p.133). It can be seen that a perception of a man changed dramatically and a man is now the one who is in charge of his own life and is aware of his own self and his inner world.

Two distinct psychologists, believed to be the founders of humanistic psychology, are A. H. Maslow and C. R. Rogers. Maslow created a completely different and revolutionary, till that time, hierarchy of human needs. See figure 1 (Williams and Burden, 2009). Williams and Burden explain that Maslow divided the hierarchy into two distinct categories - deficiency or maintenance needs, represented by the first four layers which are linked to biological or psychological balance of a person including requirements for food, water, sleep, security, belonging and self-esteem, and being or growth needs represented by the top three layers in the pyramid. According to Maslow, if the deficiency needs are not fulfilled or are somehow disrupted, then it can be difficult or even impossible to fulfil the following needs up the hierarchy. To illustrate such thought, if a child is hungry or feels insecure, then the child is not capable of concentrating on learning in the lesson (Williams and Burden, 2009, p. 33). When working on this famous pyramid, Maslow was studying people who proved a high level of creativity and who were, from a psychological point of view, healthy people. During this study, Maslow agreed with Allport on many features concerning a man and his new way of thinking.

According to Čáp, Maslow found out that such people are able to perceive reality objectively, give adequate explanations, differentiate between reality and assumptions, distinguish primary importance from the secondary one. Such people cannot only positively evaluate themselves, other people but the nature as well, they are capable of feeling pure happiness, they can be on their own, in fact they need it to contemplate their lives. Such people are independent, creative, tolerant, altruistic, responsible and with great life goals as well as with great values (Čáp, 2007, p. 134). Findings of both psychologists, Allport and Maslow, show that a humanistic man is nearly a perfect man, however, Čáp adds that these people are not flawless, they can be boring, moody, prone to anger, egoistic and much more, therefore he quotes Maslow: “To avoid disappointment over a human nature, firstly, we need to give up its illusion” (Maslow, 1987, p. 208, in Čáp, 2007, p. 134) (My translation). Čáp claims that there is only one percent of such advanced characters in nowadays population (Čáp, 2007, p. 134).

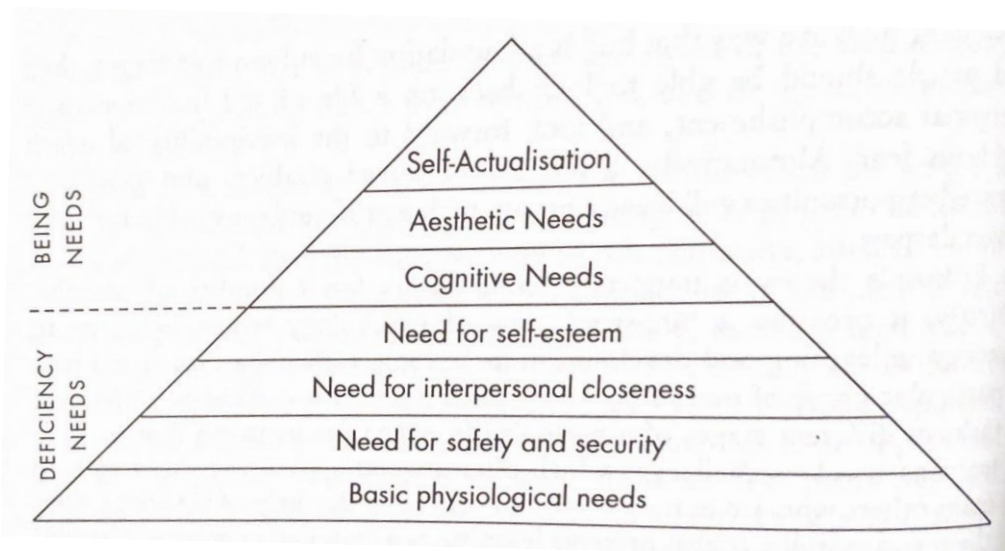


Figure 1: Maslow’s hierarchy of human needs (Williams and Burden, 2009, p. 34)

The second mentioned psychologist, who influenced nearly all psychotherapeutic approaches, is Carl R. Rogers. Rogers’ great impact is on a relationship of a psychotherapist and his clients. Rogers and his team created a detailed system of *social skills* which is used by advisors, people working with other people and by parents as well. Čáp describes these social skills as not isolated techniques, they are based on a humanistic, genuinely interpersonal relationship. These techniques are listening, reflecting on opinions as well as on emotions of another person, encouraging instead of praising, asking questions and giving alterations so that a client can make his own decisions instead of giving directive advice. The advisor is not directive, does not decide, does not give orders, in fact, does not give advice, he is a model of a democrat, he

helps his client to make his own decision and realise the consequences of his deeds (Čáp, 2007, p. 134).

A relationship between a Rogers' psychotherapist and his client may resemble any relationship between the one who helps or shows and the one being helped, in other words between a teacher and his students. Surely, humanism is an approach where a man is getting into the centre.

Humanistic approach stresses the development of the person as a whole. Stevick (1996, p. 23 - 24) introduces five main aspects of humanism: feelings; social relations; responsibility; intellect; and self-actualization. These are the key principles of humanistic approach in English language teaching (ELT) and therefore are examined individually.

Firstly, the aspect of feelings in which personal emotions as well as aesthetic appreciation are included, "tends to reject whatever makes people feel bad, or whatever destroys or forbids aesthetic enjoyment" (Stevick, 1996, p. 23). Involvement of feelings and emotions results in creation of conditions for activation of learners. Thus, to be able to understand why feelings and emotions play such a significant role in learning processes, a few ideas of Erik Erikson will be considered and discussed. According to Erikson, "psychological development depends on the way in which individuals pass through predetermined maturational stages and upon the challenges that are set by society at particular times in their lives" (Williams and Burden, 2009, p. 31). Erikson claims that there are eight stages in a life of every human, beginning from birth to old age, each of the stages has its own particular challenges or crisis, if the challenges are handled and coped with well, the individual can proceed to the next stage and likely to succeed in the following phases of his life, whereas if any problem occurs, following stages will be more difficult to handle and there is a high probability of the problem repetition (Williams and Burden, 2009, p. 31). The eight stages involve 'early infancy', 'age of 2 - 3', 'age of 4', 'early school years', 'adolescence', 'young adult', 'middle age' and 'old age' (ibid). Seeing one's life divided into eight phases, can give a reader a better insight into learner's learning processes, a better understanding why feelings and emotions are a vital part of learning. Adequate management of each phase and smooth continuation to another one surely involves the whole person, not only particular pieces of knowledge. The teacher is here to fulfil the role of activation and these stages show why activation is important - to transmit from one stage to another. Obviously, Rogers is in favour of Erikson's idea of smooth transitions between life stages as both respected experts suggest that learning becomes successful when a learner deals adequately with particular challenges in each phase of his life, when a learner is involved as a whole, when a learner is emotionally attached to what he is learning, then subsequently learning

is not only successful but meaningful and more likely to last long (Williams and Burden, 2009, p. 35). Only when a person handles his challenges on a particular stage successfully, in other words, when he learns what he is supposed to, then he can move on and continue with learning, such a chain creates a life-long learning engaging the person as a whole.

Secondly, social relations, encouraging friendships and co-working. This aspect excludes whatever that hinders maintenance of social relations (Stevick, 1996, p. 23). To create conditions under which a learner can be activated, a teacher must provide his learners with possibilities to work with different peers and change them. Thus various organisational forms could fulfil this role. Thanks to pair work or group work, which are more profoundly discussed in the following subchapter, a teacher can facilitate the emergence and further growth of social relations among learners in a class. Also a positive rapport between a teacher and his learners contributes to creation of conditions for activation of learners. Brown explains that according to Rogers, when non-threatening environment is offered, a person is likely to create a picture of reality which is in accordance with reality and therefore the person will develop himself and learn; Brown quotes Rogers when describing ‘fully functioning persons’ “live at peace with all of their feelings and reactions; they are able to reach their full potential” (Brown a, 2000, p. 89).

Thirdly, the aspect of responsibility “accepts the need for public scrutiny, criticism, and correction, and disapproves of whoever or whatever denies their importance” (Stevick, 1996, p. 23). To elaborate more on the aspect of responsibility, learners display “a strong sense of responsibility; are independent and look to themselves for their own growth and have a mission in life” (Moskowitz 1978, p. 12, in Stevick, 1996, p. 25). Carl Rogers, who was mentioned in the previous part as one of the founders of Humanism, believes that “significant learning will only take place when the subject matter is perceived to be of personal relevance to the learner and when it involves active participation by the learner. Learning which is self-initiated and which involves feelings as well as cognition is most likely to be lasting and pervasive” (Williams and Burden, 2009, p. 35). Once learning is initiated by the learner himself, which is true for the aspect of responsibility, creates conditions for activation of learners consequently might result in life-long learning.

The fourth aspect is intellect which includes “knowledge, reason, and understanding [...] and is suspicious of anything that cannot be tested intellectually” (Stevick, 1996, p. 24). This aspect relies on reason, science and analysis made by logic, however, might be found as the weakest

aspect concerning activation as “largely missing from Moskowitz’ account is explicit concern for intellectual understanding and the use of reason” (Stevick, 1996, p. 26).

Lastly, self-actualization which means that a person must realise his own true qualities and understand and accept his uniqueness. Moskowitz claims there are two major aspects that make a person ‘more humane’ (Stevick, 1996, p. 25). The first one is feelings and emotions as discussed above and the second is uniqueness. She claims that “to be 'self-actualizing' is '[to] function to [one’s fullest capacity]’ (p. 12)” (Stevick, 1996, p. 25). Self-actualization means when a learner’s goal is his own personal development. it is important for each individual learner to find his own personal meaning, his own self. Yet, it is a task for a teacher to “help the learners establish a strong sense of personal values” (Williams and Burden, 2009, p. 38). Although, teacher’s roles are discussed later in the following subchapter.

No matter what methodology a teacher uses, humanistic approach has a few points, regarding language teachers, in common. Williams and Burden (2009, p. 38) offer a brief list which might function as summary points describing the attitude of teachers, using humanistic approach, to their students and teaching a language as such. All thirteen points are divided according to key principles of humanistic approach in ELT:

Feelings

- involve the whole person
- involve the feelings and emotions

Social relations

- create a sense of belonging
- minimise criticism

Responsibility

- make the subject relevant to the learner
- develop a knowledge of the process of learning
- encourage self-initiation
- allow for choice

Self-actualization

- encourage a knowledge of self
- develop personal identity
- encourage self-esteem
- encourage creativity
- encourage self-evaluation

The aspect of intellect was omitted in categorization of summary points used by teachers in a humanistic approach because none of the points offered by Williams and Burden fits into the category of intellect. A communicative classroom is a place where above mentioned should be found.

1.1.2. Constructivistic Theory of Learning

As the discussion about humanism above indicates its qualities, humanism points out the “importance of the inner world of the learner and place the individual’s thoughts, feelings and emotions at the forefront of all human development” (Williams and Burden, 2009, p. 30). Humanistic approach stresses the development of the person as a whole, unfortunately it is very often emotions and feelings which get neglected in learning processes and yet they are one of the most crucial parts in human learning.

Humanistic approach has influenced English language teaching (ELT) methodology significantly. Stevick believed that humanistic approach would be the remedy for failure in modern language teaching, which meant that learners were alienated “from materials, from themselves, from the class and from the teacher” (Stevick, 1976, in Williams and Burden, 2009, p. 37). Many of different language teaching methodologies were created on basis of humanistic approach, however, only the three distinct ones are briefly described and discussed here because they share several mutual features. They all are built on psychological bases rather than linguistic, affective domain is put into the forefront, the whole person is involved in learning and all three methodologies find the environment important as it lowers anxiety and fear but broadens feelings of security.

Firstly, Silent Way whose creator is Caleb Gattegno. A teacher’s role is to remain as silent as possible in order to make a learner speak as much as possible. Cuisenaire rods are used of different colours and shapes in order to elicit the language from the learners. Brunner describes

the learner as “a principal actor rather than a bench-bound listener” (Brunner, 1966, in Richards and Rodgers, 2001, p. 81). Silent Way can also resemble what, in linguistics, has been called “problem-solving method” which can be best explained by quoting Benjamin Franklin: “Tell me and I forget, teach me and I remember, involve me and I learn” (Richards and Rodgers, 2001, p. 82). In Silent Way, students should develop independence, autonomy and responsibility, learners cooperate in the classroom and the teacher must resist the instinct to spell everything out loud. What we have learned from Silent Way is less teacher’s talk and that teachers should let their learners discover the language, which is therefore called “discovery learning” (Brunner, 1966, in Richards and Rodgers, 2001, p. 81).

Secondly, Suggestopedia developed by Bulgarian psychiatrist Georgi Lozanov, is a method based on a relaxed state of mind. People can learn more and more easily if there is nothing bothering them. To reach such a state, deep relaxation, classical music, decoration and comfortable chairs are used in order to diminish feelings of fear and anxiety. The behaviour of the teacher is rather authoritative. Suggestopedia is based on yoga, concerning concentration and breathing. Suggestopedia is claimed to teach the same subject matter to all learners at the same pace, no matter whether they are gifted or non-gifted, whether some of them dedicate extra time to English learning.

Lastly, Community Language Learning (CLL) was developed by Charles A. Curran. Learners are seated in a circle and a teacher is outside the circle. Learners themselves choose their topic. When one student wants to say something to another student, he says it either in English or in his native language and the teacher translates it or corrects it. Another student wants to react so he does in his native language and the teacher translates it again, it is all recorded. At the end of the lesson, they all discuss the grammar. The teacher’s role is a counsellor and he focuses his attention on his clients; the community is supportive.

All three methods have been described in many distinct books on linguistics such as Richards and Rodgers, *Approaches and Methods in Language Teaching*, 2001; Harmer, *The Practise of English Language Teaching*, 2001; Williams and Burden, *Psychology for Language Teachers*, 2009; Brown, *Principles of Language Learning and Teaching*, 2000 and others.

Let us now focus on constructivism itself. One of the youngest schools of thought - constructivism - argues that “all human beings construct their own version of reality, and therefore multiple contrasting ways of knowing and describing are equally legitimate” (Brown, 2000, p. 11). To support Brown’s contrasting ways, Williams and Burden's understanding of

constructivism is that “each individual constructs his or her own reality and therefore learns different things in very different ways even when provided with what seems to be very similar learning experience” (Williams and Burden, 2009, p. 2). There are a few distinct psychologists in the field of constructivism who offer an explanation to the fact that each human senses the world from an individual, therefore different, point of view. These experts together with their ideas are being discussed in order to better comprehend why learners learn at a different pace and why activation plays an important role in English language teaching.

Jean Piaget, commonly considered as a constructivist, believed that within constructivism “individuals are actively involved right from birth in constructing their personal meaning, that is their own personal understanding, from their experiences” (Williams and Burden, 2009, p. 21). That means every person makes his own sense of the world and this is the way a learner is put into the centre in the theory of learning.

According to Williams and Burden, Piaget believed there are several stages through which every learner goes. The first is sensorimotor stage, young infants explore their environment through the basic senses. The second stage is intuitive or pre-operational, children, between the age of two to seven, have their thoughts more flexible and their memory and imagination start to be a part of their lives. Concrete operational stage is when children are capable of reversed operations. The last stage is formal operational thinking, which means the learner is now capable of abstract thinking, such a stage is typical for adolescents, or even later. In addition to all that, Piaget claimed that a developing mind is in a constant search for balance between what the learner already knows and what he is experiencing, this process is accomplished by assimilation and accommodation. Assimilation means a learner changes or modifies incoming information in order to fit in what he already knows whereas accommodation means when a learner changes or modifies what he already knows (Williams and Burden, 2009, p. 21-22). Seeing a learner’s life divided into stages plays a crucial role for language teachers. If a teacher is aware of Piaget’s stages, he can alter class activities in accordance to the age of the learners. It is important to point out that assimilation and accommodation are distinct aspects of learning a foreign language, especially as far as grammar is concerned. Teacher’s awareness of the learners' stages might contribute to activate his learners.

Williams and Burden appreciate Piaget because of a few rudimental aspects which have been made during his study. Firstly, the view of the learners learning a new language as being actively involved in learning processes, and a view of the teacher and his role to help and encourage his learners in these processes, rather than perceiving them as passive students.

Secondly, the relationship between thinking and a language, for instance, memorisation does not mean understanding. Thirdly, Piaget's care for the right type of tasks given to learners. If a task is too abstract, younger learners might not be able to proceed the task because they have not reached the stage yet and, on contrary, if the task is too easy, the learner does not have to feel challenged, as the task is lower than his competence. Last but not least, Piaget mentioned the importance of the teacher and his role in the classroom as well as the learning environment (Williams and Burden, 2009, p. 22 - 23).

These four aspects are constructivistic principles of learning and therefore they are going to be discussed furthermore. The first constructivistic principle is active involvement in learning, which means that a learner is actively engaged in learning processes. Its source might be found in feelings and responsibility, key principles of humanistic approach as discussed in the previous part 1.1.1. in which five emphasis of humanism by Stevick are discussed. As it has been stated many times, feelings and emotions play a crucial role in ELT therefore active involvement is rather hard if there are no feelings involved. The emphasis of responsibility is also important concerning active involvement in learning. As it has already been discussed above, a learner's responsibility for his own learning might bring him into active involvement in learning. Observing the second constructivistic principle - a relation between thinking and language, intellect, as one of the key principles of humanistic approach might be taken into consideration. This constructivistic principle requires logic, reason and understanding of a learner to be able to learn actively. The third principle is a right task which means whether a teacher decides for the right task for his particular learners. From the humanistic approach point of view, more emphasis are interconnected here. For instance, feelings and emotions play a crucial role. If a learner is given a task which is too difficult, he cannot be very happy about his performance which might lead to demotivation. Social relations play its role as well, if a learner feels threatened he is not capable of performing well. Whether a task is right for a particular learner, such a decision must be made by a teacher who is more discussed in a subchapter 1.2.4. and what task has what qualities can be found in a subchapter 1.2.5. The last constructivistic principle is a teacher and his role in the classroom. From the subchapter 1.2.4. an activating teacher, it is obvious that a teacher plays a crucial role in activation, especially what role he has, his rapport with his learners and what organizational forms he uses. A teacher must create a positive environment for his learners to avoid fear and support positive feelings as it is the right place for learners to become activated.

Piaget's follower and advocate of his ideas, Jerome Bruner, a professor of psychology, who does not only support Piaget when claiming that learning involves the person as a whole, but also is in accordance with a humanistic approach. Bruner adds that one of the central elements in teaching-learning processes is to "learn how to learn" which is discussed later in 1.2.4. about an activated learner where learning strategies are elaborated on.

Bruner also believed that one of the greatest challenges for a language teacher is "to identify the optimum conditions for learning" (Williams and Burden, 2009, p. 24). There are two more things that Bruner points out as very important in learning. Firstly, it is a purpose, Bruner argues that everything we learn should serve us sometime in future, it should function as a bridge towards deeper and more profound knowledge (Williams and Burden, 2009, p. 25). Without a purpose in learning, as in a life, a learner cannot know where he is going. Therefore clearly stating the aim to the learner, shows the course of the lesson. As discussed later in 1.2.1 Aims, knowing the aim helps the teacher choose the right tasks and techniques for his learners to make them activated. Secondly, it is a rapport between a teacher and his learners. Only when learners feel safe, self-confident and cannot see any danger in taking risk, then they can use guesswork and intuitive thinking. Bruner stresses the importance of encouragement from the side of the teacher towards his learners and that the teacher should be able to ask the right kind of questions to make them speak and involved (Williams and Burden, 2009, p. 26). Bruner's second important aspect of learning, a relationship between a teacher and his learners is more profoundly discussed in 1.2.4. Activating Teacher where a rapport is one of the three main aspects defining an activating teacher.

Another psychologist who contributed to Constructivism was George Kelly, a clinical psychologist and psychotherapist. Kelly himself did not write much about education, however he inspired other educational psychologists. To Kelly, learning meant that "learners are actively involved in constructing their own personal understanding of things, and this understanding will be different for different people" (Williams and Burden, 2009, p. 27). Obviously, Kelly is another supporter of constructivism movement, as all the above mentioned agreed on this one aspect, that learners are actively involved. Kelly is in favour of Piaget's accommodation and assimilation, when he claimed that "language is not learned by the mere memorisation of discrete items of grammar, discourse, function or other aspects of language. Rather, learners are involved in an active process of making sense, of creating their own understanding of the world [...] of fitting or mapping the world onto the old to create a new understanding" (Williams and Burden, 2009, p. 28). When discussing what a learner does in constructivistic

conception, learning strategies, which are discussed later in 1.2.3 Activated learner, come to light. If learners become creators of their own learning they use their own individual strategies therefore are involved and subsequently activated.

1.1.3.Social Constructivism

A Russian psychologist, Lev Vygotsky, is believed to have developed social constructivism. Vygotsky was a member of cognitive psychologists, however, he believed that language should be learnt in interaction with people, and rejected that “what is to be learned can be broken down into small subcomponents and taught as discrete items and skills” (Williams and Burden, 2009, p. 40). In other words, Vygotsky was in favour of learning the language as a whole together with its context, which means where learning takes place. Culture plays an essential role in learning, and it is not only culture of the country but of the particular school itself.

Vygotsky is famous for his concept called *zone of proximal development*, which, according to Mareš and Ouhřabka, means the difference between a stage where a child is helped by a parent or a teacher and a stage where the child is capable of dealing with learning tasks on his own, without help of the adult (Čáp, 2007, p. 413). Once the learner is capable of moving from one stage to the second on his own, he then performs certain strategies which are perceived as learning strategies. As it is discussed in 1.2.3. Activated learner, a learner becomes self-confident, is in charge of his own learning and is involved in learning, thus he becomes activated. Vygotsky also believed that teacher’s help is to accelerate learner’s development (ibid). From all that has been described above, it can be seen that there are certain elements without which learning could not occur therefore a social constructivist model is introduced and briefly described.

Williams and Burden have identified four main elements which are indispensable parts of learning processes - teacher, learner, task and context (Williams and Burden, 2009, p. 43). William and Burden believe that interaction plays a crucial role in learning processes, figure no. 2, a social constructivist model, depicts the interaction as a rudimental feature connecting all necessary elements of learning (ibid). A learner who is capable of interaction with other learners, with a teacher and with everything in his context proves to be involved, creative and responsible for his own learning, thus he involves learning strategies, which are discussed in 1.2.3. Activated learner.

Based on humanistic approach, a learner is in the centre of learning process, it can then be obvious why he is placed in the middle of this model. However, a learner cannot be there alone, as none of these elements can exist in isolation. Teachers choose tasks, according to which, they believe are the best for their students and current situation in the class, learners process the task individually in ways that are meaningful to them. The teacher cooperates and interacts with his learners, the teacher expresses his beliefs and attitudes in the class and learners react to their teacher according to their varied characteristics and feelings that are among them. These three fundamental aspects - teacher, learners and task - are surrounded by a context, the most immediate context means the rapport of a teacher and his learners including emotions, feelings of trust, belief, being a part of a group and many more (Williams and Burden, 2009, p. 43).

However, the context also means the physical, the classroom setting, classroom and school climate and furthermore political and cultural setting. Despite the fact that context surrounds the three essential parts of learning, context is where learning takes place therefore it is very important because it forms, shapes and states the basic rules.

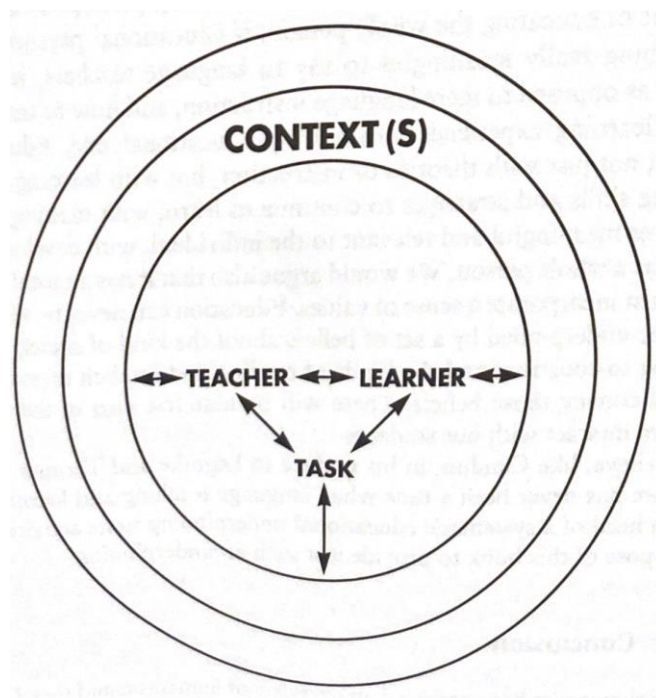


Figure 2: A social constructivist model of the teaching-learning process (Williams and Burden, 2009, p. 43)

This model also serves as an explanation why activation is important in learning. We have already learnt what qualities a performance given by a teacher in social constructivism should

have and how such a teacher should interact with his learners. Without activization, it is not easy to reach active participation from the side of the learner, therefore such attitude of a learner might hinder successful learning processes.

In conclusion, both of the views, humanism and constructivism in ELT, create conditions for **activization** of learners. Both views see a man as a creator of his destiny, responsible for himself, in charge of his own life. Learner's inner world is important, thoughts, feelings and emotions are at the forefront. Subject matter is of personal relevance, learning is self-initiated and involves feelings, then learning becomes more lasting and pervasive. Learners are actively involved and teachers help, encourage and ask the right type of questions. Learning environment plays its important role in activization as well. A purpose of learning is important as well as a rapport between a teacher and his learners. A learner is involved as a whole. All these are elements of humanism as well as constructivism which make the learner activated. The diagram no. 2 shows the most distinct aspects of learning and therefore, in the following parts, nearly all of the aspects will be dealt with, mainly a teacher and learners, however, task and context will be touched upon too.

1.2. Principles of learners activization in ELT lessons

As the previous subchapter deals with the topic why activization is important, this current subchapter deals with the matter what activization is and how to activate. It is important to point out the most distinct terms that play a crucial role of activization. First of all, aims are briefly discussed in order to comprehend what role they play in ELT. Aims have been briefly touched upon in the previous subchapter when Bruner was mentioned, however, in this part the topic is more elaborated on. Learning itself is briefly described and discussed, starting with learning in general, continuing with explanation of learning English as a second language. Thirdly, a term learner is put into a context, learning styles and strategies are introduced and concisely discussed as they play a crucial role concerning an activated learner. Key points of an activated learner are defined together with what an activated learner does. The part regarding learners is concluded by a description of a particular age group regarding the case study of this diploma paper. Then a teacher is taken into consideration, three main aspects of condition creating for learning to happen are discussed. Firstly, teacher's roles are briefly introduced, secondly, rapport between a teacher and his learners is discussed together with its importances and lastly, organizatioanl forms are described as their use is crucial concerning activating learners. Lastly,

means of activation are introduced therefore methods, techniques and teaching aids are discussed and put into the context of activation.

1.2.1. Aims

Setting appropriate goals plays a crucial role in activation of learners, as it has already been touched upon in the previous subchapter when discussing Bruner and his proclamation of involving the person as a whole. Usually it is a teacher's task to set the aim and as Williams and Burden claim a teacher needs to make sure that "learners are ready, willing and able to achieve these goals in a focussed and self-directed way" (Williams and Burden, 1997, p.132). Such a task is teachers's responsibility which is discussed later in this subchapter in part 1.2.4. about an activating teacher, specifically when teacher's roles and rapport are discussed. To be able to recognise when and if the learners are ready, willing and able, the teacher must know his learners, thus there must be a mutual rapport between the two participants. Once it is a teacher who sets the aim, it is also the teacher who chooses the right activities and aids for his learners. Such an aspect is another point why setting the aim plays an important role in activation. If the teacher is aware what he wants to achieve in the classroom, then he can choose the most suitable techniques and aids to make his learners activated as methods and techniques are discussed in the last part of this subchapter 1.2.5 Methods, techniques and teaching aids.

There are certain rules which should be followed concerning stating the aim in the classroom. Harmer believes that the best aims are "specific and directed towards an outcome which can be measured" (Harmer b, 2001, p. 314). If the aim is specified, then at the end of the lesson a teacher can more easily measure whether the set aim was reached or not. It is also important to point out that aims describe what the learners are able to do rather than what the teacher is going to do in the classroom (ibid).

It is possible to categorize aims according to three domains, affective, psychomotoric and cognitive (Pasch, 2005, p. 50). The affective domain concerns emotions, attitudes, preferences and values. It focuses on processes rather than gaining knowledge. For example, such an affective aim could be that learners are able to deal with their peers with different ethnic background in a suitable and friendly way. Psychomotoric domain represents mainly physical activities, concerning learning a language, pronunciation is among skills belonging in a psychomotoric domain. Finally, achieving aims in a cognitive domain, learners are required to remember and be able to recall information. Learners could also be required to use the intellect

to find out some new information and be able to accommodate and assimilate it, as it is Piaget's idea concerning constructivistic principles that every learner constructs his own reality (1.1.2. Constructivistic theory of learning). Pasch claims that learning which is focused on aims in cognitive domain leads learners to be able to act reasonably in situations which might be risky, to be self-confident when solving tasks and problems with no generally accepted answer (Pasch, 2005, p. 51). Such a learner is led to become autonomous, responsible for his own self and willing to work on a task, which corresponds with constructivistic principles of learning discussed above.

1.2.2. Learning

Learning in general is a very broad term which can be described by three fundamental definitions. Firstly, learning is "the act or experience of one that learns", secondly "the knowledge or skill acquired by instruction or study", and lastly "modification of a behaviour tendency by experience" (<https://www.merriam-webster.com/dictionary/learning>). To support a dictionary explanation of learning, Stern claims that learning "is understood as a process by which individuals change in a positively valued direction as a result of experience or practice" (Stern, 1991, p. 304). From both definitions, it can be seen how much learning has been influenced by psychology. However, for the purpose of this paper, let us discuss learning from the perspective of learning English as a second language, where learning is response to teaching.

Richard and Rodgers recognise a few crucial elements that underline a learning theory. They believe that learning is promoted when real communication is used, when learners are given tasks which are meaningful and when the language is meaningful to learners themselves (Richards and Rodgers, 2001, p.161). It can be deduced that real language and meaningful learning are key elements for active learning. Mareš claims that the roots of so-called meaningful learning reaches to J.A Komeský and this term has been worked on by many distinct psychologists such as D. P. Ausubel who suggested that memorisation is not a part of meaningful learning (Čáp, Mareš, 2007, p. 385) as it was true for previous eras in human learning. Meaningful learning consists of seven characteristics which, according to many experts, are active, constructing, cumulative, self-regulated, targeted, situational and individual (ibid). Throughout this part, some of these adjectives are mentioned and referred to repeatedly, as they are inseparable from the notion of activation.

According to Scrivener, “new learning is constructed over the foundations of our own earlier learning” (Scrivener, 2011, p. 21), which corresponds to Piaget’s idea concerning accommodation and assimilation. Also a group of experts agrees with Scrivener when they claim that previously gained experiences of learners from home, school and society itself, influences not only the test results at school, but their reactions and performance in other fields outside the school environment as well (Pasch et al., 2005, p.129). A learner uses the knowledge or experience which he already has to be able to learn new things and therefore it is important to realise that each learner will learn something slightly different, as each learner is individual, however, the learner will be discussed later in this part.

When analysing learning, the term teaching should be briefly introduced too. However, these two terms are not equal to each other. Scrivener claims that when one teaches, it does not mean that another one learns, “the fact that the first is happening doesn’t automatically mean the other must occur” (Scrivener, 2011, p. 21) because as it has already been stated, learning requires the learner’s attention as well as his energy.

Up to now, learning, active/meaningful learning and learning contra teaching have been briefly discussed in general. Let us now focus on learning a second language. It is important to realise that learning a language is different to learning any other subject not only because “learning a language involves communicating with other people” (Williams and Burden, 2009, p. 149) but also because “it involves an alteration in self-image, the adoption of new social and cultural behaviours and ways of being, and therefore has a significant impact on the social nature of the learner” (Williams and Burden, 2009, p. 115). Crookal and Oxford conclude that “learning a second language is ultimately learning to be another social person” (Crookal and Oxford, 1988: 136 in Williams and Burden, 2009, p. 115).

There are two more points which are specific to learning a second language. Firstly, Stern argues there are two different conditions under which second language learning takes place, either in the environment of the target language or out of the environment, which mostly means in the classroom (Stern, 1991, p. 391). These two conditions are important in order to distinguish between acquisition and learning. It was Crashen who introduced these two terms, he believed that if a learner is in the target language environment, he is exposed to daily communication and must cope with common situations of every day life, which then is acquisition, whereas within the classroom, “the second language is treated more deliberately and analytically” (Stern, 1991, p. 391). However, the discussion on the difference between

acquisition and learning is not that simple and needs more profound study, which is not the subject of this paper.

Secondly, Harmer believes that there are three basic elements which are needed when one learns a second language, which are “exposure, motivation, and opportunities for use” (Harmer, 2001, p. 70). Littlewood supports Harmer, as he claims that in second language learning, it is important “to involve learners in communicative interaction [...] learners also need opportunities for communicative use, so that they can integrate separate structures into a creative system for expressing meanings” (Littlewood, 1990, p. 91). All the three elements are the work of a teacher, therefore they will be discussed later in this subchapter when talking about a teacher and the qualities of his performance in the classroom.

To sum up this part concerning learning, especially active learning, Williams and Burden state that such learning is complex, causes changes within a person, creates new understanding which is relevant to the particular learner, its context is highly influential, social interaction plays a crucial role, usually requires a teacher, is individual, includes emotions and is a lifelong process (Williams and Burden, 2009, p. 61-62).

1.2.3. Activated learner

Scrivener claims that learning is not “a one-dimensional intellectual activity but involves the whole person” (Scrivener, 2011, p. 21), based on the first subchapter where we have learnt that in social constructivism, the learner is not perceived as a blank slate any more, a learner must be considered with all he brings to the class - his needs, wishes, previously gained knowledge, background and many more.

Let us begin the discussion who an activated learner is by introducing learning styles and consequently learning strategies, which might help the creation of conditions for activation of learners. Once a teacher knows his learners and their learning styles and strategies, he might choose and alter classroom tasks and activities in a way that activate the learners.

Learning styles are among one of the most distinct learner’s characteristics. It is learning styles that differentiate each individual from one another. Learning styles are “an individual’s natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills” (Kinsella, 1995, p. 171, in Brown b, 2007, p. 260). Hunt (1979, p. 27) argues that a learning style describes learner’s characteristics regarding educational conditions under which intended learning is fulfilled, a learning style describes how a learner learns, not what he learnt

(in Pasch, 2005, p. 134). Brown claims that it is questionable whether learning styles are “stable traits in adults” (Brown, 2000, p. 114), he continues that “individuals show general tendencies toward one style or another, but that differing contexts will evoke differing styles in the same individual” (ibid).

There is a very long list of all the learning styles that have been identified by psychologists and educators such as Ausubel, Hill, Reid, Ehrman or Cohen (Brown, 2000, p. 114) and Brown himself claims that “literally dozens of different styles have been identified (ibid). Brown discusses five main learning styles, which are field independence, left- and right-brain functioning, ambiguity tolerance, reflectivity and impulsivity and visual and auditory styles (Brown, 2000, p. 114-122). Although, there are many styles, there is one aspect which all of them share. No one style exists with which all individual learners would reach the best results. Pasch believes that one style is not better than others, it is only more suitable for a particular learner (Pasch, 2005, p. 134).

Let us now focus on sensory learning styles as Brown claims they are “salient in a formal classroom setting” (Brown, 2000, p. 122) and Pasch believes that this dimension is the most elementary among learning styles (Pasch, 2005, p.135). Within sensory learning styles, learners use their senses to receive, store and recall information. Sensory learning styles can be introduced by an acronym “VAKOG” (Harmer b, 2001, p. 46).

Firstly, ‘V’ stands for visual sense, it means that learners use mainly their sights in learning and “tend to prefer reading and studying charts, drawings, and other graphic information” (Brown, 2000, p. 122). Secondly, ‘A’ stands for auditory, auditory learners prefer listening to their teachers and other means such as CD or recordings (Brown, 2000, p. 122). Lastly, ‘K’ means kinaesthetic where learners learn through internal or external feelings or movements (Harmer b, 2001, p. 46). Letters ‘O’ meaning olfactory - smelling things and letter ‘G’ gustatory - tasting things are not considered so important for learning therefore are omitted.

Once learning styles have been briefly introduced and discussed, it is time to turn to learning strategies. Strategies are “specific methods of approaching a problem or task” (Brown b, 2007, p. 260) and “vary widely within an individual, while styles are more constant and predictable” (ibid). There have been considerable debates about why some learners are more successful than others, which takes us to a discussion about learning strategies which, when handled appropriately, might lead to an activated learner. Cangelosi claims that an activated learner listens carefully to his teacher’s lecture, makes notes on what is being said and has a will to

follow a teacher's way of thinking continuously, not only during one lesson. He also states that a learner is required to be mentally active while physically passive, which is demanding for older students and might seem impossible for younger students (Cangelosi, 2008, p. 252). If a learner is successful at accomplishing what he is required, it is more likely he becomes an activated learner. Mareš supports Cangelosi when he states that it is required for a learner to be in favour of learning, to be motivated to learn and to make enough effort to start learning and consequently sustain in learning till he accomplishes required aims (Čáp, 2007, p. 386). Obviously many authors use various qualities which are somehow interconnected when talking about learners, such as involved, motivated, interested or simply good. Harmer offers characteristics of a good learner which say that a good learner always tries to do the guesswork when he does not know the correct answer, he always tries to convey the message despite the possible lower level of language knowledge, he uses every possibility to practise the language, does not hesitate to make a mistake and he is confident (Harmer a, 2012, p. 92). It is also needed to state that all descriptions of an activated learner mentioned above are looked upon from a longer perspective, which is definitely the desire of every teacher, however, when talking about activation, learners might be activated in short-term as well.

Naiman and his colleagues worked on a definition of a good learner and they included "positive task orientation, ego involvement, high aspirations, goal orientation and perseverance" (Naiman et al: 1978, in Harmer b, 2001, p. 42). Such a definition can be completed with work of Rubin and Thompson who claim that good learners are also those "who can find their own ways, who are creative, who make intelligent guesses, who make their own opportunities for practice, who make errors work for them not against them, and who use contextual clues" (Rubin and Thompson 1982, in Harmer b, 2001, p. 42). In fact, Rubin and Thompson created a list of fourteen characteristics of good language learners. To complete the number, remaining characteristics are offered. Good learners "organize information about language, learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word, use mnemonics and other memory strategies to recall what has been learned, use linguistic knowledge, including knowledge of their first language in learning a second language, learn chunks of language as wholes and formalized routines to help them perform "beyond their competence", learn certain tricks that help to keep conversations going, learn certain production strategies to fill in gaps in their own competence, learn different styles of speech and writing and learn to vary their language according to the formality of the situation" (Rubin & Thompson 1982, in Brown, 2000, p. 123). It is absolutely crucial to add

that an activated learner does not have to speak. As Littlewood claims, it is important “whether he is participating in a deeper sense: paying attention to the interaction and processing mentally the language to which he is exposed” (Littlewood, 1992, p. 93).

Studies, carried out by Naiman et al. (1978) and Wesche (1979), came up with certain strategies which are believed to be the most helpful. Such strategies are silent repetition of a learner of what he hears from a teacher or other students, answering any question raised in the classroom and consequent comparison with the answer said out loud, an attempt to identify themselves with the role they are having within the language classroom, using opportunities to discuss lesson materials with other peers (Littlewood, 1992, p. 67). All these learning strategies have one aspect in common and it is an active involvement of a learner, however, nearly all of them are not possible to observe.

It is rather intractable to find a definition of an activated learner in the literature, as all experts tend to speak about good, successful or interested learners. Nevertheless, when all above mentioned is considered and summarised, an activated learner might be introduced as the one who:

- has a positive attitude to the subject
- is involved intentionally in the process of learning
- pays attention to what is being said and discussed in the lesson
- writes down notes according to his needs
- is willing to comprehend and follow his teacher
- is motivated to achieve set goals
- guesses if he is not sure
- takes a chance to practice the language in and out of the classroom
- is in charge of his own learning
- repeats what he can hear in the classroom
- discusses materials with others
- answers questions silently even though he is not asked himself
- tries to identify himself with a given role in the classroom (ex.: learning dialogues)
- is creative, confident and has other individual attributes that make him activated.

It should be cleared that each learner does not have to show all the strategies mentioned above to be activated. As it has already been mentioned, each learner is individual therefore each learner will possess different strategies to become activated.

Let us now change the focus from an activated learner to the specific age group of learners. Being aware of characteristics of adolescence might help the teacher in activating his learners. As the case study of this diploma paper deals with students of the third year of grammar school, a discussion concerning adolescents is introduced in order to narrow down the subject of a learner. There are many age categories of learners therefore it is more convenient to discuss only the particular age group.

The phase of adolescence is the second part of becoming an adult and it is the age between fifteen and twenty years, however, particular individual variability has to be taken into consideration. Čáp claims that despite the fact that the phase of adolescence is much calmer than the previous phase of pubescence, it is not a period without any problems (Čáp, 2007, p. 236). The end of compulsory school attendance and first sexual intercourse can cause consequential problems and a need to solve them (Čáp, 2007, p. 236). It can be said that adolescence is a phase of life when problems of ostensibly greater importance for adolescents are needed to be solved while there is a lack of experience which might cause inappropriate reactions or feeling of frustration and unsteadiness. Vágnerová argues that it is the experience which would form solutions to some conceivable problems, however, it is typical for adolescents to have a high degree of flexibility in using new methods of problem solving (Vágnerová, 2000, p. 259).

In comparison with Čáp's rather mild conception of adolescence, Obst perceives such a phase as a period of "storms and conflicts" (Kalhous, Obst a kol., 2002, p. 67) and continues with characterising adolescence as a period of emotional lability which is based on inner changes of an individual as well as on external influences such as not being sure about present and future status in society or not being sure about his own qualities and skills (ibid). Emotional lability can be manifested in frequent changes of mood, impulsive actions and many others, however, Obst admits that there are a lot of adolescents nowadays who do not undergo these above mentioned changes and, on contrary, are happy and satisfied and do not fight and struggle with anything extraordinary. Obst continues explaining that those who have certain troubles in the phase of adolescence probably had troubles in previous phases and are likely to encounter potential troubles in future (Kalhous, Obst a kol., 2002, p. 67-68).

Čáp claims that adolescence is a specific phase as they are not children any more but not adults either, they do not desire to be children but at the same time they do not consider themselves to be adults yet, they would like to accept all advantages of adulthood but on the other hand, majority of them, refuses responsibility, uniformity, daily routine and conservatism which is believed to be true for adults (Čáp, 2007, p. 236).

To describe adolescence, Obst provides a brief overview of some common characteristic features of adolescents. He claims that adolescents are interested in other people, inner world and in experiences of their own as well as of others, adolescents have a better emotional stability, in comparison with previous phases, however, emotional disorders and depressions can occur (Kalhous, Obst a kol., 2002, p. 69). In matters of short term, they follow their friends and peers, however, when it comes to long term planning and choice of profession, the opinions of parents and other adults are more important than those of their contemporaries (ibid). These are a few basic characteristic features of adolescents but the following two are crucial especially for learning processes. As stated by Obst, they are, firstly, an adolescent learner has a new and very powerful tool which is abstract thinking which provides learner with a completely different attitude to learning, younger learners than adolescents are not capable of abstract thinking therefore their learning processes are limited in that way. Secondly, the question of identity is becoming very important for adolescents' psychological development (Kalhous, Obst a kol., 2002, p. 69).

To complete the characterisation of adolescence, Čáp describes adolescents as those who continue in aspiration for independence of parents and adults in general, want to have their own ways, opinions, culture, lifestyle etc. and usually refuse opinions of others very energetically (Čáp, 2007, p. 237). The phase of adolescence should be completed by reaching adulthood which is defined as freedom of decision making connected with responsibility. Vágnerová agrees with Čáp when she adds that acceptance of responsibility is the borderline between adolescence and adulthood, adolescents very often accept freedom but not responsibility (Vágnerová, 2000, p. 266).

1.2.4. Activating teacher

This part deals with answering the question what it means to teach in a way in which learners are activated. The role of a teacher in a communicative language class differs from other teachers' roles. Johnson et al. (1994) explain that such a teacher "has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning

and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time” (in Richards and Rodgers, 2002, p. 199). A teacher’s job is to create conditions for learning to happen, therefore three main aspects are identified regarding the case study of this diploma paper.

Firstly, roles of a teacher are an important means to activate learners. Harmer claims that “all roles, after all, aim to facilitate the students’ progress in some way or other” (Harmer b, 2001, p. 57). Many experts in the field of didactics use various terms when discussing teacher’s roles, for example, Scrivener differentiates three basic roles which are explainer, involver and enabler (Scrivener, 2011, p. 17-18). Explainer knows the subject matter, however, might lack the teaching methodology, his lessons are entertaining, interesting and informative but learners are not much involved. Involver knows the subject matter as well as the teaching methodology which he uses in his lessons to help learners learn, involver tries to involve learners actively and makes the activities appropriate and interesting, while still having control over the class. Enabler shares the control with learners, he creates conditions that make the students learn, such a teacher can be a guide, counsellor or a source of information, enabler can be sometimes hardly visible in the class (Scrivener, 2011, p. 17-18).

Harmer uses different categorisation of teacher’s roles, he distinguishes the role of a controller, organiser, assessor, prompter, participant, resource, tutor and observer (Harmer b, 2001, p. 58-62). On contrary, Brown differentiates only five teacher’s roles which are controller, director, manager, facilitator and resource (Brown b, 2007, p. 214-215). It is important to point out that within a classroom the role of a teacher “may change from one activity to another, or from one stage of an activity to another” (Harmer b, 2001, p. 57). If a teacher possesses such an ability to accommodate himself according to his learners’ needs, he becomes more effective, thus might have a higher probability to succeed concerning activating his learners.

Looking at teacher’s roles that has been described above from the perspective of activation of learners, Scrivener’s explainer makes his lessons entertaining and funny, which might correspond with a definition of an activated learner which is offered in subchapter 1.2.3 about an activate learner, especially with the first point, that a learner has a positive attitude to the subject. On contrary, involver might seem more appropriate concerning activation, as he involves learners actively. Regarding a definition of an activated learner in 1.2.3, points one (positive attitude to the subject) and two (is involved intentionally in the process of learning). Enabler not only knows the subject matter as well as methodology but also takes into consideration his learners individually and their feelings and emotions. Thus not only points

one and two in definition of an activated learner are true but also point nine (is in charge of his own learning) and fourteen (is creative and confident). The role of a director is also closely connected with activation. The role is called director because a teacher can be imagined as a director of a drama (Brown b, 2007, p. 215). In such a classroom a learner can be activated as stated in the definition in 1.2.3. points one (positive attitude to the subject), two (is involved intentionally), five (is willing to comprehend and follow the teacher) as well as point eight (takes a chance to practice the language in and out of the classroom) as the learners are engaged in various role plays in which they prove their willingness to participate. Nonetheless, the role of a facilitator might seem as the most distinct regarding activation. A facilitator is less directive, allows students to find their own ways of learning, encourages his learners and help them make learning easier (Brown b, 2007, p. 215). Such a teacher might more easily reach learners with positive attitudes to the subject (point 1), might involve his learners (point 2), might make them comprehend and follow him (point 5), motivate them to achieve set goals (point 6), creates conditions for his learners to practice (point 8) and put them in charge of their own learning (point nine).

Secondly, it is the attitude that a teacher has towards his learners that contributes to learning to happen. Well maintained relationships between the teacher and his learners are needed in order to provide the learners with space for a learner to be heard, understood and the learner's success should be enabled. Cangelosi is in favour of having quality relationships with learners when he argues that every teacher should do his best to gain the trust of his students, which allows students to achieve goals more smoothly, without fear and frustration (Cangelosi, 2008, p. 93). It is obvious that positive atmosphere has its own, very distinct, place in the class. Also Harmer claims a positive partnership leads to a successful lesson and believes that if the relationship does not work as it should, all the participants are preoccupied with negative emotions, they are nervous, bored or angry (Harmer, 2012, p. 148). In addition to that, Průcha supports the above mentioned opinion by discussing the importance of teacher's attitudes towards learners and the influence on learners' engagement in learning activities. Průcha argues how important it is whether a teacher approaches his student positively, supports a learner therefore contributes to learner's achievement or whether a teacher expresses his disapproval with a particular learner and thus a learner's way to success is hindered or not facilitated enough (Průcha, 1997, p. 349).

It is understandable that creating a partnership is a long-term task which cannot be easy at all. To support the importance of making a positive rapport between a teacher and his learners, Johnston's description of ways of creating partnerships is provided

Forming partnerships isn't easy. Solid learning partnerships are not the result of random assignments or the pairing of like minds. Forming a true learning partnership requires knowing oneself as a learner, listening to who others are, weighing the differences, and considering what those differences mean in terms of working together. Partnerships require work, patience, and most of all, commitment. As the teacher models this with learners in the classroom, the modelling becomes the framework by which students learn to work and encourage one another (Johnston, 1998, p. 112).

If a learner takes everything what he is offered by a teacher, he is very likely to become an activated learner, which is the goal of teaching and learning processes. Johnston believes if a teacher listens to his learners properly, a teacher is very likely to gain the best source for carrying out effective teaching and fruitful learning (Johnston, 1998, p. 85).

To conclude the discussion about a rapport, humanism is brought into the light again. Carl Rogers believed that "learning best takes place in an atmosphere of 'unconditional positive regard'. This can best be established when teachers come to see their learners as clients with specific need to be met" (Williams and Burden, 1997, p. 35). The authors also emphasise that it is rudimentary for the teacher to use "warmth and empathy toward the learner in order to establish a relationship of trust" (Williams and Burden, 1997, p. 36).

Lastly, a great deal of teacher's work to create conditions for learning is the aspect of organisational forms which are at teacher's disposal. The choice of an organizational form plays a crucial role in learners' involvement and active participation in a class. It is one of the keys of a teacher to succeed in achieving the set aim. It is a teacher who chooses the appropriate organizational form which depends on the set aim, subject matter and specific needs of learners. A teacher can choose among several organizational forms such as frontal teaching, group work, pair work and individual work.

Let us begin with characterization of probably the first organizational form which is frontal teaching. It was J. A. Komenský who created a form which is nowadays called frontal teaching when he wanted to teach everybody everything. According to Václavík, the condition for frontal teaching is creating a group of learners who are on a similar age and mental level. All learners work on the same task at the same lesson. A teacher is there to facilitate and provide a subject matter. Václavík also points out that those learners who are not included in the average are supposed to adapt (Kalhous, Obst a kol., 2002, p. 295). To support Václavík's definition, Maňák characterizes frontal teaching as work of learners in a classroom with a dominant role of a teacher who organizes, facilitates and checks all learners' activities, where the main aim is that learners learn at maximal amount of a subject matter (Maňák, Švec, 2003, p. 133). Frontal

teaching is still very popular at schools and teachers tend to use such an organizational form nowadays. However, from the perspective of activization, frontal teaching is usually not the preferred choice because in such teaching, learners do not get much chance to practise (point 8 in 1.2.3 definition of an activated learner) or they are not in charge of their own learning (point nine). On the other hand, frontal teaching gives space for paying attention (point 3), writing notes (point 4), repeating after a teacher (point 10), answering questions silently if he is not asked (point 12).

Another very popular form of organization is group work. Václavík claims that dividing learners into groups may be carried out on the basis of a kind of activity, level of difficulty of an activity, interest of learners, working pace, skill to cooperate and many others. Group work enhances the learning processes and learners can reach better results, groups can be created by five to seven learners (Kalhous, Obst a kol., 2002, p. 303). On the other hand, Skalková claims that the number of learners in a group is between three and five, she also says that group work enables to create interactive situations and thus it supports positive classroom climate which leads to active learning (Skalková, 2007, p. 224). Skalková also suggests that group work gives a better chance to shy or passive learners and brings positives into the way that learners help each other, are willing to cooperate, are more responsible, more tolerant to one another and learners themselves are more initiative (Ibid). Based on the description, groupwork helps activating learners as they are involved more easily (point 2), learners might have better conditions for paying attention to what is being said as the number is much lower within one group (point 3), learners are in charge of their own learning because they must organise the learning within a small group (point 9), learners get a better opportunity to discuss materials with others (point 11), they can identify themselves with a given role (point 13) and they have the room to be creative and consequently confident (point 14).

Pair work creates another very distinct form of organization in a classroom. According to Maňák, pair work is a cooperation of two learners who help each other in finding a solution of a discussed matter, usually they are learners sharing one desk, Maňák also advises to change these learners from time to time (Maňák, Švec, 2003, p. 149). Pair work, regarding activization, might seem very similar to group work. All the advantages of group work are true for pair work as well.

The last organizational form which is discussed in this paper is individual work. Maňák's interpretation of individual work is having some specific time in a lesson in which learners individually and actively focus on learning processes for example when they try to find a

solution to a problem, however, individual work is very often implemented in frontal teaching (Maňák, Švec, 2003, p. 152). It has to be said that even this individual activity is planned and directed by a teacher. A learner works individually but still is a member of a class. Individual work, in the light of activation, has its own strengths. For example, learners are given space for showing their creativity (point 14), are in charge of their own learning (point 9) or can be involved intentionally in the process of learning (point 2).

A teacher should be able to change various organizational forms in order to keep his learners active and interested in learning. A teacher has to know his learners and a particular subject matter to plan what organizational form is the best to use in order to involve his learners in active learning thus bring them to a set aim.

To sum up, an activating teacher is the one who creates conditions for his learners in a way that activation of learners occurs. Such a teacher fulfils appropriate roles, appropriate concerning his learners, subject matters, lessons and other aspects. A teacher is capable of transitioning between the roles as necessary. An activating teacher establishes a rapport with his learners and does everything needed to maintain it, including asking questions, being warm and friendly, creates a secure environment for his learners. An activating teacher uses various organizational forms in order to make and keep his learners involved, interested and activated.

1.2.5. Methods, techniques and teaching aids

This last part deals with the matter how to activate, therefore it is only logical to introduce the means of activation. In this part, a term “method” in this context is defined including its functions. A brief definition of teaching aids follows together with an overview of most popular teaching techniques.

Průcha claims that a lot of research has been carried out with focus on teachers’ activities, however, it is more important to focus on the interaction between a teacher and his learners (Průcha, 1997, p. 324). Such an interaction is maintained by methods, techniques and aids intentionally chosen by the teacher. In other words, it is the teacher who organises teaching processes and thus provides his learners with opportunities for active learning to happen.

According to Maňák to get a learner involved in learning, learner’s own activity and effort must be considered which is accompanied by understanding and facilitation from the side of a teacher. Teaching techniques do not work in isolation but it is a part of a complex educational system therefore it is very important for a teacher to bear in mind other aspects of the learning-

teaching processes such as the aim to achieve success (Maňák, Švec, 2003, p. 7). Skalková is of the same opinion that the processes of learning and teaching are not mutually excluded (Skalková, 2007, p. 183). It is not possible to carry out methods without purposeful collaboration between a teacher and learners. Therefore, it is not correct to discuss methods of teaching and learning in isolation, without their mutual interconnection.

Maňák suggests that teaching methods in a way transport and convey what learners are supposed to learn and give them the opportunity to get to know and understand what they learn, surrounding reality in which they live and which becomes a scene of their social and professional activities. Maňák again leads his readers to realise that the interconnection between the teaching methods and the aim of the lesson is important (Maňák, Švec, 2003, p. 22).

When it comes to defining the term “method”, Skalková claims that it is a way to achieve an aim in every conscious activity; in didactics, methods are understood as ways of conscious arrangements of activities of a teacher as well as learners which all lead to stated aims (Skalková, 2007, p. 181). Maňák claims that defining the term “method” is rather difficult because the term can be used to label sectional techniques, procedures, operations acts et. as well as complex processes, learning concepts, models and projects. Maňák argues on the one hand the term “method” gets even wider meaning when all the above mentioned aspects of learning are taken into account but on the other hand, the term becomes vaguer and indefinite (Maňák, Švec, 2003, p. 24).

According to Maňák, teaching methods have three main roles in the interaction between learners and a teacher. The first role is to convey the message to the learner, to transmit the subject matter, which is believed to be the essential function of teaching methods. The second role is to activate the learners, learners are motivated, they learn to master various procedures, acts and operations, learners adopt techniques of learning to work and think. The last function is communicative, which, in fact, is a basic condition for all meaningful and effective pedagogical interactions (Maňák, Švec, 2003, p. 24).

Maňák sees reaching active learning as using methods emphasising engagement of learners in learning and immediate involvement of a learner in learning activities. He claims that activating methods are processes which lead the lesson in a way so that didactic aims are accomplished on the basis of learners’ own work while thinking and solving problems are highlighted (Maňák, Švec, 2003, p. 105). It is believed that activating methods help to develop learner’s personality, help a learner to work and think independently, and be creative and responsible for his own

work. Activating methods are also said to positively contribute to create appropriate school climate. When the learners are active, open and independent, then the school can get more interconnected with the real world, therefore is more helpful and useful to learners.

Obst is in favour of Maňák's above mentioned opinion, when he claims learners cannot learn anything without being actively involved in learning, moreover, the technique how to make learners involved is what matters here (Kalhous, Obst, 2002, p. 375). What a teacher uses in such a situation is called a teaching method, in particular an activating method, Obst also claims a teacher should know his students and the aims well in order to choose an appropriate activating technique (Kalhous, Obst, 2002, p. 375).

The last distinct key tools of a teacher to be discussed in this subchapter are teaching aids, meaning all materialistic subjects which enable learning and thus learning processes are more effective. Teaching aids as well as teaching methods help reaching a set goal. Skalková claims that teaching aids help learners to learn better and it leads to more profound absorbing of knowledge and skills (Skalková, 2007, p. 249). A teacher chooses appropriate teaching aids regarding the aim, age, mental development and learning style of learners and their knowledge and experience and the conditions of a classroom or school.

The most frequent channel which is used in a classroom is a verbal communication, however, Petty claims that information enters a brain visually in 87 %, audibly in 9 % and by other senses in 4 % (Petty, 2002, p. 271-272). Thus it is obvious that visual aids are the most crucial for learning processes. Petty suggests several reasons for using visual aids, he claims that they draw attention, without learners' attention a teacher cannot teach comfortably. Petty continues that visual aids bring changes and thus encourage interest and help conceptualization, learners are more likely to understand various notions and ideas when they are visual rather than abstract (Petty, 2002, p. 271-272). Visual aids are better to remember and they express a teacher's interest. When learners can see a visual aid, they perceive it as an expression of a teacher being interested in what his learners learn.

What can be included in teaching aids is photocopied materials, blackboards, models, real objects, tables, graphs, schemata, posters, videos, computers, CDs, films, audio recordings, interaction boards, magazines, pictures, TV and many others.

It is also advised that a teacher creates his own bank of teaching aids throughout his whole career. Teachers are encouraged to use various magazines, newspapers, brochures and so on to

create their own teaching materials which can be used more than once. Changing teaching aids help learners to learn and remember better.

Many types of aids and tasks supporting adequate environment for activation of learners are widely used by teachers in an English language classroom. The reason for choosing these particular ones is that they are the most commonly used by teachers and most widely discussed in books concerning didactics especially when activation is concerned. Descriptions of several of them are provided below. (Cangelosi, 2008; Petty, 2002; Kalhous and Obst, 2002; Scrivener, 2011).

Flashcards

Flashcards are a very useful help to every teacher on all stages of teaching. Flashcards can be used with pictures, words or diagrams and can be perceived as an activity on its own or they can be a part of some other activity. Scrivener (2011) suggests a few tips on how to use flashcards.

- quick demonstration of the word
- storytelling with using flashcards as a support
- flashcards used as a quick prompt for correction of learners
- creating a story based on all the flashcards given
- flashcards for practising definitions, description games

Flashcards support visual channels, as stated above. Visual learning styles (see 1.2.3.) is believed to be the most elementary learning style, therefore flashcards play a very important role in activation of learners as it might address the largest part of learners.

Picture stories

Picture stories can be found on a separate sheet of paper, in books, drawn on a blackboard or on flashcards. They are mainly used as a starting point for writing or speaking activities. Most picture stories are used for practising past simple tense and past progressive tense.

Picture stories might function as a very important technique for activation of learners based on humanistic principles defined by Stevick, as picture stories might encourage creativity which is part of self-actualization.

Story telling

Story telling is an activity which, according to Scrivener (2011), is in contrast with teacher talking time. The teacher can use this technique anytime in the lesson, it is advisable to use such a technique when it is needed to change the mood. The teacher can let his learners enjoy the story and can let them just listen or the story can be used as a base for some further activities such as retelling the story, writing it as homework or the story can be followed by a comprehension exercise.

Songs and music

Songs can be used by a teacher as a reward or when the mood needs to be changed. However, songs can be used as a fully meaningful activity. Scrivener (2011) suggests several tips for using songs in a class

- gap filling exercise
- putting the lyrics in a correct order, then students listen to check it
- putting pictures in a correct order in accordance with a song
- reading or listening exercise - comprehension check
- discussion based on a song or a piece of a song
- singing along to practise intonation, stress, rhythm etc.

Songs are often connected with feelings and emotions, therefore activities including songs support positive emotions within a class. As it has been discussed in the first subchapter, feelings and emotions play a crucial role in activation of learners.

Fillers

Fillers are various activities which are used by a teacher when he has some extra time or they can be used as warm up activities or when the pace needs to be changed. There are only a few of them to illustrate what is meant by fillers, however, they are numerous.

- dictation (can be used as a game, two teams competing in spelling)
- Yes/No question
- Kim's game

Especially questions are perceived to be a very frequent technique used by teachers. Questions can be asked any time during the lesson, there are yes/no questions or opened questions. However, a teacher should address his learners when he asks a question.

Lexical games

One of the most famous lexical game is a hangman, however, there is a whole range of other lexical games which can be used as fillers or as a part of some other activity.

- category list (a teacher reads out a list of words and the others guess the title)
- Fictionary (each team has five words and for each word they must look up its definition in a dictionary and think up two nonsensical definitions, the others guess)
- Word seeds (each group has twenty words, they think up a story which uses all the words)

Dictation

This is also an activating technique when the rules are turned in a different way. Learners can decide what text will be dictated, one learner can be the one who reads the text out loud and a teacher can take the role of a learner.

Drama

Scrivener (2011) claims there are six types of drama activities which are frequently used in an English language class.

- role play
- simulation
- drama games (movement and imagination from the side of learners is involved)
- guided improvisation
- acting play scripts
- prepared improvised drama

Activities including drama are based on key humanistic principles, as feelings and emotions are involved, there is a need for cooperating with others (social relations), learners are responsible for their own performance and learners must accept their own uniqueness.

To conclude, there are many types of tasks and material aids which the teacher should use in accordance with his learners and set aims in order to activate learners. Combining above mentioned to reach active learning requires a good rapport between the two participants and knowledge of learners, their learning styles, strategies and preferences.

2. PRACTICAL PART

2.1. Aim of the research

The aim of the practical part is to identify opportunities which a teacher of a particular grammar school provides as well as to detect which methods and aids the teacher uses to activate his learners. Subsequently, the secondary subject of the research of this diploma paper is to find out what is the impact of either using or lack of using of activating methods on learners. Learners' attitudes and perception of what opportunities and ways leading to these opportunities, provided by their teacher, is taken into consideration as well, as it is an essential part of learning processes.

In the research, I focused mainly on the teacher and his activating methods and secondly, on learners and their reactions to a teacher's approach to teaching and making his learners active, involved and interested in learning.

2.2. Description of the research sample

The research took place at grammar school with 479 students, this grammar school is the second largest in the region and is situated in a small town with approximately 20,000 inhabitants. The reason why I have chosen this particular school is that I had my teaching practice there in 2013 and I know personally a few of the teachers of English with whom I maintain good relationships and they were willing to advise me and recommend me their colleague who became a part of my research sample. I did not encounter any problems of distrust or problems with collaboration from the side of the teacher nor from the students.

The research focuses on a teacher who teaches a group of third-year students of secondary level, who are seventeen or eighteen years old. The reason for the choice is that I find such an age group as the most difficult to activate. My opinion is based on all teaching experience which I have gone through during my studies. I have experienced teaching students between nine and fifteen years of age and those who are seventeen or eighteen and my personal opinion was that those older ones are more difficult to activate and involve in learning. It has been a challenge to find ways to activate them as well as to find reasons why such learners might be hindered from learning processes. Such learners may believe that they are adults already and that they do not need to learn what they are told by their teacher; however, such an issue is discussed in the theoretical part (see chapter 1. 2. 3. Activated learner).

The research sample consists of one male teacher of English with a university degree and twelve years of teaching experience at the particular grammar school and thirteen students who are between the age of seventeen and eighteen. The reason for such a low number of students in one group is that the school offers their students the possibility to be divided into two groups according to their level of English and the group which was a sample of this research is considered to be the lower level group.

2.3. Description of research methods

The character of the research is a case study which, according to Sedláček, is supposed to depict one or more particular cases on the basis of its thorough research and thus to be able to fully understand the particular case, Sedláček states that one of the key terms for a case study is empirical design, which means that the research is based on a real data collection. He points to the beginning of the twentieth century, when a case study started to be used for the purposes of bringing benefit not only to the research object but to the theory of particular disciplines, in our case, to pedagogy (Švaříček, Šed'ová a kol., 2007, p. 97). Sedláček also claims that a case study is typical mainly in ethnography, psychology and sociology, however, pedagogy has recently become a field where such a strategy occurs more and more often. He believes the reason is that a case study is a suitable strategy for finding answers for questions how something happens (Švaříček, Šed'ová a kol., 2007, p. 101). As the aim of this research is how learners are activated by a teacher, the choice for a case study is then obvious.

Sedláček describes three main characteristic features of a case study. Firstly, the subject of a case study is an integrated system with clear boundaries, spatial as well as temporal. Secondly, the research is always carried out in a real context under the most natural conditions as possible and lastly, all available sources as well as methods of data collection are used in order to gain relevant data (Švaříček, Šed'ová a kol., 2007, p. 97-98). All three characteristics are followed in the research because the group of learners functions as an integrated system and its boundaries are clear in terms of a place, the classroom, as well as time, the fixed timetable of their lessons. Natural conditions were preserved even with my presence. I always sat in silence at the back of the classroom so that I did not interrupt or disrupt the class in any way, the teacher continued in his usual pace and did not take my presence into consideration. Lastly, I used all possible methods of data collection in order to gain valid and reliable information.

Data for the diploma paper were acquired on the basis of:

- Observation sheet
- Questionnaire for students
- Interview with students
- Interview with a teacher

All above mentioned instruments, apart from the observation sheet, were distributed and carried out in Czech language, in order to reach the highest level of certainty that everybody understands the questions and to avoid possible misunderstandings based on the difference in languages.

Initially, six consecutive lessons were observed in a period of two weeks. I sat at the back desk and silently observed the class, I used the same observations sheet with eight questions and tasks. I chose this position deliberately in order not to interrupt the lesson and to maintain the natural course of the lesson, however, I realised during the observations that walking through the class would be more beneficial, as I would get a better chance to observe the learners and their reactions.

Consequently, ten questionnaires were distributed to all learners in the classroom. Students were given time to fill them in, were encouraged to ask any questions in case they do not understand something and I was present and willing to answer all the questions. The teacher kindly left the classroom and gave us space and time, I found his acting beneficial, as learners felt free to ask any questions out loud. For example, one of the questions was “What do you not like about your teacher?” Learners might not have felt comfortable to ask about such a question in his presence.

Lastly, four learners were interviewed. I chose them randomly from the list, two girls and two boys. The teacher was interviewed as the last part of the research.

The reason for such a variation of research methods is triangulation which means that one issue is explored from more points of view in order to gain a more profound insight into the discussed issue. Švaříček believes that triangulation should help to fully explain people's behaviour from more than one perspective; it is always more beneficial to look at one aspect from more different sides and therefore it might happen that some data in the research do not have to be in accordance (Švaříček, Šed'ová a kol., 2007, p. 204). Using four different research methods in

order to get an answer for one main research question should, naturally, result in more profound validity as well as reliability of the collected data.

It is essential to emphasise that the findings of my research cannot be generalised to the whole educational system and all English teachers at grammar schools of higher level of secondary schools. The research was carried out on the basis of observation of six consecutive lessons, filled in questionnaires by ten students, interviews with four students and lastly an interview with their teacher, such data cannot be considered sufficient for generalization.

2.3.1. Pilot study

The pilot study took place at elementary school in the same town as of the research. The pilot study was carried out approximately two months before the research so that I had enough time to make some required changes. The research sample of the pilot study was a class of fourteen nine graders, where the lesson was observed twice and four students and one teacher was interviewed.

The questionnaire for students was changed in terms of formulation of questions and tasks in order to support better comprehension. One task was altered completely, from the original version where a student was asked to describe an English lesson and express his feelings and attitude to learning English, to a question where organizational forms were implemented. (For more details about organizational forms, see chapter 1.2.4.).

An interview with a student was also altered on the basis of the pilot study. The original interview consisted of twelve questions, which were reduced to ten questions in the research. The interview was semi-structured, which means that I prepared my questions in advance, however, some questions were not needed as the students had already answered them. In the pilot study interview, I had prepared questions about their hobbies and whether they enjoy learning English. These two questions were usually already answered without any need to ask them explicitly, therefore I did not implement them into the research interview.

Lastly, an interview with a teacher was altered in a similar way as an interview with a student, the number of questions was reduced from eight to six and most of the alterations were based on reformulation of the questions which, I believed, led to better comprehension, consequently to better and more detailed and profound answers.

2.3.2. Observations

Observations which I carried out were so called participant observations, which means that I observed the lesson in its natural environment, it was a direct observation because I, as a researcher, was present at the time and place of the lesson and it was a structural type, as my questions and tasks were prepared in advance. Švaříček claims that an observation should depict what the lesson looks like and what is happening during the lesson; the description should be precise, detailed and trivial information should be excluded. He describes several advantages of an observation, a researcher is able to depict routine situations, which students would hardly comment on because they happen on subconscious level, a researcher can put particular situations into context and do not have to rely on theoretical background only or that the observation makes the researcher create his own opinion on the whole situation (Švaříček, Šed'ová a kol., 2007, p. 144).

The reason why I chose participant observations which were direct and of a structural type is that it provided me with the opportunity to observe a teacher and his learners and their behaviour at the same time as well as the possibility to get the overall impression of the classroom climate and atmosphere, however, I would like to remind that the number of observations was not high enough to generalize the findings, as I carried out observations in six consecutive lessons. The focus of my observations could be summarized by the following questions:

1. Does the teacher use any methods to activate the learners?
2. What are the methods, organizational forms and aids to activate the learners?
3. Does a teacher state the aim of the lesson?
4. Do the learners get opportunities to be active?
5. What are the learners' reactions on a teacher?

The first three questions focus on a teacher and the last two on learners, however, as it has already been stated in the theoretical part, teaching and learning processes cannot be observed separately. Together with these above mentioned questions, the atmosphere of the classroom was observed as well.

The students were informed by their teacher about my presence in advance and at the beginning of the observation procedure, I informed them about my purposes and assured them that my findings serve solely for the purposes of my diploma paper and will not be shown to anybody.

The students seemed they acted naturally as if I was not there. The observation sheet consists of six open-ended and closed-ended questions and two tasks for the observer. It also includes my comments on anything which I found important for the purposes of analysing the collected data. The observation sheet also includes information such as the name of the teacher, date and time of the observation, class and number of learners. The example of an observation sheet is provided in appendix 1.

2.3.3. Questionnaires for students

A questionnaire is considered to be the most appropriate research tool for obtaining opinions of a larger group of students about a particular issue. The questionnaire was distributed to ten learners and all were received back, as the students filled them in at the end of a lesson without the teacher being present. The students were explained the reasons for the questionnaire and were encouraged to ask me any questions if needed. The students were also invited to fill in the questionnaires anonymously, however, all the students wrote down their names, which might serve as a sign for the researcher that the students felt secure.

The focus of the questionnaire is on learners and their perception of their teacher and his attitudes to teaching English as well as whether learner get opportunities to be active in a lesson. The questionnaire also tries to find out the possible reasons for not being active in learning and what maintains and helps learners to be interested, involved and active in a lesson. The main aim of the questionnaire is to answer following questions:

1. What it means, for a learner, to be interested in and like the lesson.
2. What might be the possible reasons for not being interested in the lesson
3. What is the attitude of an English teacher to teaching?
4. What can help learners to become involved and interested in the lesson?

The questionnaire consists of seven questions and tasks, the opening task is to rate the student's interest in an English lesson from one to five, when one is the most. Then learners are to identify what it means for them personally when they are interested in a lesson. Then learners are asked why they are interested in a lesson and eight options are offered, why learners are not interested and seven options are offered. In the following task, learners are to describe their English teacher and his behaviour in a lesson. Then, learners are to answer a question about

organizational forms and the last question asks them what they would like to change in their English lessons. To see the questionnaire, see appendix 2 A and 2B for an English version.

2.3.4. Interviews with students and with a teacher

Both interviews were semi-structured, which is, according to Švaříček, typical for a case study as well as that questions are prepared in advance and the only participants are the researcher and the interviewee. He claims that an interview is the most frequent method of data collection in qualitative research (Švaříček, Šed'ová a kol., 2007, p. 159-160). The open-ended and closed questions serve to get more detailed information about the researched subject. All the interviews took place in the classroom where there were no elements which could disturb the process of an interview. All the interviews were recorded, students and a teacher were informed in advance, explained the reasons and asked for the permission, they were also assured that the recording or its transcription will not be misused in any way and will be kept in confidence. All interviewees seemed relaxed and willing to share their opinions and perceptions of the lessons.

There were four semi-structured interviews with learners who were randomly chosen from the list, three girls and one boy; and one semi-structured interview with their teacher. All interviews were recorded in order not to be disturbed by taking notes and later the recordings were transcribed for the purposes of a more convenient analysis of the collected data. There were ten questions for the students and six questions for the teacher, however, each interview is of a different length, as it depends on each interviewee and his or her willingness to share the opinions with me and their personal character, whether they are talkative or not. The aim of the interviews was to gain answers for the following questions:

AN INTERVIEW WITH A STUDENT:

1. What do the students like about their English lessons?
2. What makes the students active or passive in the lesson?
3. What do the students appreciate about their English teacher?
4. What do the students not like about their English teacher?
5. What organizational forms and aids make them active in the lesson?

AN INTERVIEW WITH A TEACHER:

1. What does an activated student look like?
2. How does a teacher activate his learners?
3. What are the reasons for the choice of activating methods and techniques?
4. What might be the reasons for learners' passivity?

All the interviews were carried in Czech language in order to obtain the most detailed answers and not to hinder the interviewees by the language. For interviews with students and teachers, see the appendix 3A and 3B for the English version.

2.4. Research findings

This part of the research analyses and interprets the collected data as well as it offers particular recommendations. The data collected through each research instrument are analysed separately and in the closing part the collected data are summarised.

2.4.1. Analysis of collected data based on observations

The data from the observation were collected during six consecutive lessons. All the data are described and analysed. During all six observations, I had the opportunity to watch behaviour of students as well as of a teacher, both verbal and nonverbal and all these aspects are taken into consideration. Questions for the observer are stated above the table and the observations are divided into two tables, the first represents the first week and the second table represents the second week. Such a structure is used in order to preserve legibility and clarity of the collected data.

1. Has the teacher used any methods to activate learners? Which?
2. What organizational forms have been used in the lesson?
3. Has the teacher used any aids? Which?
4. Has the teacher stated the aim of the lesson?
5. Do the learners get opportunities for being active?
6. Comment on the atmosphere in the class.
7. Describe learners' reactions on a teacher.

First week of observations (Tuesday 13.50–14.35, Thursday 10.45–11.30, Monday 8.00–8.45)

Table 1

| | Lesson 1 | Lesson 2 | Lesson 3 |
|---|--|--|---|
| 1 | Eliciting answers | Asking questions | Asking questions |
| 2 | Individual work | Individual work | Individual work |
| 3 | Textbook, text on a separate sheet of paper, prepared by a student | Textbook, CD | Textbook, CD |
| 4 | No | No | No |
| 5 | Participation on comprehension check | Ls are asked about correct answers, 1 learner communicates | Ls can answer T's questions in form of "a/b/c/d" |
| 6 | Friendly, relaxed, lazy, preparation for other subjects | Lazy | Ls pay attention, work and do not talk |
| 7 | Ls do what they are supposed to do. Ls react in Czech language. | During listening, Ls chat, do not know what to do, some sleep, yawn. | Ls do what they are supposed to, however, when they are finished, they start talking. |

Second week of observations (Tuesday 13.50–14.35, Monday 8.00–8.45, Tuesday 13.50–14.35)

Table 2

| | Lesson 4 | Lesson 5 | Lesson 6 |
|---|---|--|--|
| 1 | Role-play, asking questions | Asking questions | Asking questions |
| 2 | Individual work, pair work | Frontal teaching, individual work | Individual work |
| 3 | Textbook, CD | PC-presentation, magazine, CD | CD, magazine |
| 4 | No | “Today, we will do the passive” (my translation) | “Today, we will try to focus on words in the magazine” (my translation) |
| 5 | Ls are asked by the T. to answer the exercise they worked on individually | The Ls who want, can answer, 2 Ls participate | The Ls who want, can answer T's questions (2Ls answer) |
| 6 | Ls work | Ls chat, sleep, yawn, lie on desks | T works with the class book for 10min, Ls read, chat, prepare for other subjects |
| 7 | Ls work when they are finished 1 L talks with T, others are uninterested and chat | All Ls look at the presentation, some try to translate, 2 Ls answer T's questions. Some Ls do sth completely different | Ls pretend they listen, however, some play with their hair, read Czech books under the desk. |

On the basis of the six observations, it can be said that the teacher's most frequent activating methods are asking questions and eliciting answers. Role-play has occurred only once in the observed lessons and learners seemed a little confused about what to do, which can lead us to the conclusion that learners are not used to roleplays in their English lessons. According to the notes which I took while observing, which was not a part of my observation sheet, the teacher always asks a question and waits for somebody to answer, the teacher never addresses any learner in particular. Two to three learners keep answering, however, the answers always come after a short while of silence. When the teacher asks some questions, their source is always the textbook and very often the background was not provided so the questions seemed unnatural. In comparison with the theoretical background of activating methods (chapter 1.2.5.), the teacher uses activating methods, however, they do not seem to serve its purposes as they are not carried out correctly and properly.

As for the organizational forms, individual work prevails. Pair work and frontal teaching have occurred once in the six observations. The teacher uses his lessons of English for preparation for Maturita exams and each lesson starts with individual oral examination. One learner is asked to sit at the front desk, the learner is provided with one of Maturita topics and is given time to prepare. While this learner is preparing, others are reading a text or listening to a CD. The teacher usually fills in the class book. Then the teacher works with the learner at the front desk and others are supposed to work with textbooks and work individually. Towards the end of the lesson, the teacher checks the answers. Each question is supposed to be answered by learners as they are seated, one by one. Learners very often just said the number or letter of the answer. No explanation was ever provided. In case some learner asked why it is correct or incorrect, the teacher answered very quickly and all the dialogue was in Czech language. The choice of organizational forms is interconnected with aims of the lesson, however, as we will see later, when aims are discussed, none of these are taken into consideration by the teacher, see chapter 1.2.1.

Based on the observations, the teacher uses mainly the textbook and CD which is provided by the textbook, twice the class worked with a magazine and the CD which is included in the magazine. Once, the teacher used PC in order to present sentences focusing on passive voice. The presentation was in Word, consisted of sentences for translation and description of grammar in English language, a lot of metalanguage was present. Once the speakers did not work and the class spent about ten minutes on repairing it. According to the theory, a teacher does not use all available aids which would help to activate the learners, see chapter 1.2.5.

Aims of the lesson are not stated at the beginning, only the last two lessons which were observed, the teacher said what is going to happen during the class, however, it was provided in Czech language. The lack of stating the aims might be one of the reasons for learners not being active in a lesson, for theoretical background see chapter 1.2.1. where aims are discussed.

Whether learners get enough opportunities to be active depends on inner selves of each learner. A teacher asks them questions but never addresses any of the learners. Once a set of questions was asked by the teachers, such as “Do you like sci-fi?” Two boys participated in the conversation, however, the rest of the class remained uninterested. The topic seemed to be interesting only for two of them and the teacher seemed satisfied to get some answers. The rest of the classroom show signs of non-disruptive behaviour which might result in disciplinary problems. Learners are not involved in the activity; they are not activated.

The atmosphere in the classroom is believed to be a crucial aspect in an English class. Positive climate leads the learners towards active participation and achieving goals (see chapter 1.2.4. Activating teacher, where rapport is discussed). The atmosphere in the classroom is friendly, however, too relaxed, learners are tired and sleepy, most of them lie on their desks, some of them sleep, some of them chat, and some of them prepare for other subjects.

Learners' reaction on their teacher is positive, it is obvious that they respect him. On the other hand, their teacher does not activate them enough to do any action in the lesson. If learners do something different from what they are supposed to do, they are not worried or afraid because they know their teacher would not solve such a situation. The teacher seems to overlook the non-disruptive behaviour in the class.

To sum up, despite the fact that there is friendly atmosphere, learners seemingly do what they are told by their teacher, the whole class seems demotivated, uninterested and rather passive. There are many possible reasons for such a state, which have been indicated above, and it is needed to be added that teacher's late comings into the class, spending too much time on a class book, solving organizational issues with the learners, in Czech language, or letting learners take tests in other subjects during an English lesson do not help to activate and involve the learners in learning at all.

Nevertheless, as this is my third attempt to succeed in writing an acknowledged diploma paper, there are limitations especially in the tool of observation sheet. The current observations sheet is rather a compilation of questions instead of an observation sheet. It does not correspond with a structure of an observation sheet. As the main aim of this paper is to identify opportunities

which a teacher provides for active learning and what methods and aids the teachers uses to activate his learners.

If I was to redo the observation sheet, firstly, it would focus on the teacher and on the aspects which are described in 1.2.4. I would focus on two aspects out of three which are provided in 1.2.4. being teacher's roles and organizational forms. I would not include the aspect of rapport as I find it rather inaccessible to observe a rapport between a teacher and his learners. I would include this aspect in interviews. Secondly, I would focus on methods, techniques and aids as described in 1.2.5. and I would could how many types of tasks and aids the teacher used in the lesson.

2.4.2. Analysis of collected data based on questionnaires

There were ten learners present on the day of filling in the questionnaires and all the learners helpfully collaborated and they answered all questions carefully. All the answers will be summarized and analysed in this part and will be provided with my translation of students' answers.

Learners are to rate on the scale from 1 to 5, how much they like English lessons, where 1 means that the students enjoy the lessons the most:

Table 3

| Scale rating | Number of students |
|--------------|--------------------|
| 1 | X |
| 2 | 1x |
| 3 | 7x |
| 4 | 2x |
| 5 | X |

From the above table, it can be said that vast majority of the learners chose number three, which is exactly in the middle of the scale, which indicates they do not hate their lessons but they do not love them either. Two students marked number four, which is very near the negative attitude to an English lesson and only one student marked number two, which indicates a positive

attitude to an English lesson. When a definition of an activated learner is considered (see chapter 1.2.3.), it can be seen that learners of this class are not in accordance with above definition.

Then, students were asked to write down their definitions of what it means for them when they are interested in the lesson and they like the lesson. Particular definitions will be exemplified and analysed in the following text and will be provided in an English translation.

Student A: *“I look forward to the lessons, I try to learn something new, I am interested, and I want to learn the most about the particular issue.”*

Student B: *“When the programme of the lesson is prepared and we all are involved in the programme. We speak English only all the lesson, the programme is various (magazine, workbook, textbook, presentations...).”*

Student C: *“When I am satisfied with the teacher, he explains the subject matter so that everybody understands it and everything necessary is taught.”*

Student D: *“When I learn more easily and when I concentrate better.”*

Student E: *“When we do interesting things, talk about interesting subjects or when I learn something new and interesting.”*

Student F: *“When I am not bored during the lesson and I gain new information and the particular topic is interesting.”*

Student G: *“I look forward to learning something interesting.”*

Student H: *“When I know that the lesson is beneficial for me and when students and a teacher are interested.”*

Student I: *“When a teacher motivates me.”*

Student J: *“When I do not stare into the wall.”*

All above mentioned quotations are the evidence what it means for the students when they like the English lesson when they are interested or when they learn something interesting. Half of the research sample explicitly stated the word “interesting” or “interested”, one student used the opposite “boring” and a student J even used the irony to show that he needs the lesson to be interesting as well. The quotations reveal that preparation for the lesson and motivation from

the side of a teacher is also very important. In the theoretical part (chapter 1.2.4.) it is said that it is a teacher's job to motivate his learners in order to make them active.

The following task was to mark any of eight offered options and the question is: I like English lessons because:

Table 4

| | Number of students |
|--|---|
| The lesson is entertaining | 0 |
| I have a possibility to speak English | 2 |
| work with textbook/magazine/another material is interesting | 5 |
| The teacher has a positive attitude | 3 |
| The teacher motivates me | 1 |
| I have a feeling that I am good at English therefore I am successful | 2 |
| I have a possibility to participate actively | 3 |
| Another reason | <i>“I have a rest”; “I like the type of examination (but it is not interesting)”;</i> <i>“I like our teacher”</i> |

Majority of the students like working with the textbook or magazine, they also appreciate the positive attitude of their teacher as well as the possibility for active participation. These three results seem unexpected when observation and the interviews are taken into consideration, however, triangulations explains that the data may differ. None of the learners marked that the lesson is entertaining which is relevant with the observations.

Another task for the students was very similar to the preceding one and it was to mark any of the seven offered options and the question is: I do not like English lessons because:

Table 5

| | Number of learners |
|--|--|
| The lesson is boring | 3 |
| We work with textbook/workbook/magazine | 3 |
| The teacher has a negative attitude | 0 |
| The teacher does not motivate me enough | 5 |
| I have a feeling that I am not good at English therefore I get bad marks | 2 |
| I cannot participate actively | 0 |
| Another reason | <i>“I do not like our textbook”; “I would like to work in more interesting ways”; “We do not learn much, we do not work with the textbook much”; “Sometimes I find our teacher phlegmatic and lax”</i> |

Majority of students believe that the reason for not liking the English lesson is that their teacher does not motivate them enough, however, none of them stated that their teacher would have a negative attitude. The issue of boring activities and too much work with a textbook or a magazine is a reason for not being interested therefore not being active in the lesson.

Students were asked to describe their teacher and his behaviour in the lesson, following quotations are my translations:

Student A: *“He is easy-going, phlegmatic, good, calm, lax, not active enough, I am not sure if he likes it.”*

Student B: *“He is phlegmatic, not active enough, he speaks only Czech, he does not provide any explanations, and he gives few tests.”*

Student C: *“His behaviour toward us is good. He never shouts at us and he does not even want us to do much work. Which is a pity, on the other hand, because I have not learnt anything new since the first year.”*

Student D: *“He is good, explanation of a particular subject – good.”*

Student E: *“Our teacher has good knowledge of English but nothing happens in most of the lesson.”*

Student F: *“He is hyperactive, he does not have our respect but he understands his field.”*

Student G: *“My teacher tries to answer any questions, he is glad when we react.”*

Student H: *“He is lax, capable and when he wants we have good fun with him.”*

Student I: *“Our teacher knows a lot about English but it is obvious that he is not interested.”*

Student J: *“He sits, he spends too much time by writing into a class book, and sometimes we even do something.”*

High occurrence of words such as phlegmatic, lax or “we do not do much” suggests that most of the learners are not activated in the lesson because the teacher does not provide them with enough opportunities and does not give them the right environment for being active, for more details see chapter about an activating teacher 1.2.4.

On the other hand, the students appreciate teacher's knowledge of the subject matter which might function as a tool to maintain some of his authority. His characteristic features are also appreciated by the students, especially the one of being a good person, which is definitely a crucial characteristic for a teacher.

Then, students were asked whether various organizational forms help them to become active in learning and if so, which form and why. As it is an opened question, the answers are transcribed and translated into English, later will be analysed.

Student A: *“They do not help but it depends on my current state. Dialogues are good but we do not have many organizational forms in a lesson.”*

Student B: *“I have never experienced any organizational forms in our English lesson, therefore I have no idea whether it would help and what it would be like.”*

Student C: *“Work in pairs, then I am able to speak more, in comparison with individual work where everything is up to me only.”*

Student D: *“Yes, pair work (or work in groups) – possibility to be involved in learning together.”*

Student E: *“Pair work, group work, a possibility to discuss various topics.”*

Student F: *“I do not like pair work and group work and they definitely do not help me. In my opinion, individual work is only time saving but it is always better when the teacher explains it to me.”*

Student G: *“I like pair work or group work the most, then we talk more because we lose our limitations and therefore I am more active.”*

Student H: *“Yes, individual work makes me learn at home; work in groups – I can hear mistakes of others and I can learn from them myself.”*

Student I: *“So that I find pair work or group work interesting, a teacher needs to check all students that they really speak English only.”*

Student J: *“I do not think that new forms are needed, students then only lie on their desks and do nothing.”*

From the quotations above, it is obvious that not many various types of organizational forms take place in an English lesson. The observations only support this fact as well as the interviews. Chapter 1.2.4. explains the importance of organizational forms and the students' answers above are evidence of possible reasons for not being interested in the lesson therefore not being active in the lesson.

The last question in the questionnaire was what they would change in their English lesson so that they like the lessons more. Again, all answers were transcribed and translated into English.

Student A: *“More various activities, maybe games, more actions, more marks, more vocabulary, it would be more appropriate if he spoke English with us.”*

Student B: *“Larger variations of activities, more vocabulary and more tests for vocabulary.”*

Student C: *“To communicate more, practise more, learn new grammar and vocabulary.”*

Student D: *“I would implement some interactive learning and learning of new vocabulary.”*

Student E: *“Attitude of the teacher.”*

Student F: *“During the lessons, I am terribly bored, so maybe I would appreciate more work, sometimes the topics are very boring and unattractive for me. I do not like English naturally – I do not like languages at all and I do not like learning them.”*

Student G: *“I would change the attitude of our teacher, and he could speak more English with us.”*

Student H: *“Attitude of the teacher.”*

Student I: *“To give us more tasks and talk to us in English only. And our teacher should be more active and positive.”*

Student J: *“I do not know if I would like it but what would definitely help, if our teacher made us speak more.”*

There is a great call for more learning, however the teacher is not able to provide his learners with what they want. The learners are willing to gain new information, vocabulary, grammar and many more. Learners are not given enough opportunities for being involved in learning and therefore are not active in the lesson.

To sum up the questionnaire, learners like their teacher as a person, they appreciate his subject matter knowledge which helps to respect him. On the other hand, the teacher is not active enough, he seems to be phlegmatic, lax and uninterested in the lesson therefore the learners do not feel to be activated and teacher's acting seems rather poor. The teacher does not use many aids to activate his learners nor does he use various organizational forms in order to activate his learners. Learners would change a lot, they seem willing and eager to learn English, and however, they are made to use English lessons for relax, sleeping, chatting and preparing for other subjects.

2.4.3. Analysis of collected data based on interviews with students and a teacher

All the interviews were taken privately, no other person was present during the interview and we were not disturbed by any elements. All participant seemed relaxed and willing to share their opinions, perceptions and attitudes with me. In the following text the interviews will be described, firstly the interviews with the students and secondly, the interview with the teacher. Later, all the interviews will be analysed and particular conclusions of the analysis will be provided toward the end of this subchapter. However, the full transcriptions are available as appendixes 4A, 4B, 4C, 4D as for the transcriptions of interviews with students and appendix 5 which is the transcription of an interview with a teacher. As the interviews were carried in Czech language, the transcriptions are provided in the same language.

Interview with the first student

She has been studying English since the third grade of elementary school and her general attitude to English is positive. However, at school she has not learnt anything because there is no motivation and she misses an active attitude of her teacher. She would like to be active in the lessons, however, she finds it embarrassing to be active while the others are inactive. She likes watching films, working with a magazine and doing listening activities in the lesson but she does not like the attitude of her teacher because she thinks he is not interested in the lesson. Such a fact is supported by lack of aids, the teacher uses only the textbook and students fill in one exercise after another. She prefers working alone because if they work in pairs, students tend to speak Czech and the teacher does not do anything about it. She attends extra English lessons out of school therefore her attitude to English is rather positive. She appreciates the knowledge of English of her teacher but it is the only thing she can think of when asked what she likes about her teacher.

Interview with the second student

She has been studying English since the third grade of elementary school as well and her general attitude to English is not very positive as she is more interested in other subjects such as science. Even though, she realizes that English plays an indisputable role in everyday life. She says she is rather passive during the lessons despite the fact she is a very active person. She prefers to do other things during the English lesson, such as to prepare for the following subjects. She would welcome if a teacher was more collaborative and if he could motivate them more. What she finds rather ridiculous is that she enjoys oral examination the most because it is the only moment in a school year when there is some action and she can learn something because she is in the interaction with the teacher. On the one hand, she appreciates his phlegmatic behaviour, however, on the other hand she does not like his lax attitude. She also pointed out that when her teacher asks questions, he never addresses anybody and its result is her inactiveness. She would like her teacher to catch her attention and not to spend that much time on writing into a class book. She cannot see the point of many activities. She likes working with the book but she cannot understand why they omit working with the workbook and she compares the situation with the other group which uses the workbooks for homework. She can imagine being active in English lessons because she is a very talkative person so the only thing she needs is to be activated by some interesting topic. When she is asked about organizational forms, her reaction is sadness in her voice because there is no variety of organizational forms used in the

lesson. She closes the interview with the fact that her teacher is a good person, however, his attitude is not suitable for her.

Interview with the third student

He has been learning English for eleven years, according to him, it is not visible. He believes that English is needed nowadays and he uses English on the Internet and that is actually the reason why he knows English. He considers himself as the active learner and the reason for his activeness is that he finds it unpleasant when a teacher asks a question and nobody answers, the silence forces him to answer. He likes to work with the magazine because he learns something new but they do not do any work with the teacher and in his opinion, the teacher does not have to be there. He finds his teacher sleepy, tired, passive and lax. On the other hand, he appreciates that if the teacher wants, he can explain something. When teaching aids are discussed, he says that they work only with the textbook but they work with it very quickly and they immediately take tests without proper practising. The teacher does not present any new grammar or vocabulary, instead, he orders his students to read the explanation in the textbook. The interviewee would like his teacher to talk to them and talk to them in English, however there is no such possibility so he is very happy that he can attend private lessons of English outside the school.

Interview with the fourth student

She has been learning English for eight years and her attitude to English would be positive if she had a reason to learn. She attends private English lessons so her general attitude to English is positive but at school it is rather negative because her teacher does not give her any impulse to be interested, he does not care whether she is prepared for the lesson or not. She is rather passive in the lessons because nobody wants her to do anything. When she has to say what she likes about her lessons, she chooses films, however, with great hesitation. Then she adds that when she is successful at listening, she likes it. When she answers the question what she appreciates about her teacher, she smiles and thinks for a longer while and she says that the lessons are easy-going and if she needs to prepare for other lessons, she knows she can and when she needs to improve her results in English, her teacher is always helpful. She does not like that her teacher does not speak English and does not care about their vocabulary. She also does not like when they check any exercise or a listening activity, the answers are always in the form of a/b/c or d, but there is no explanation provided. She says that they work with the textbook but have never worked with the workbook. She would enjoy frontal teaching the most

but there is hardly any. Sometimes they work in pairs but she would not call it “work”. She realizes that their lessons are not standard and something should be done with it, however, her teacher is a good person and she does not want to hurt him.

To summarize all above interviews, it can be seen that the role of the teacher is rather unfortunate. He is appreciated for his good character and for his subject matter knowledge, however, the negative sides prevail. The teacher does not act according to constructivistic principles of learning as discussed in chapter 1.1.2. There is minimum of active involvement in learning, a relationship between a teacher and his learners is not apparent much, learners are not provided with the right tasks and teacher’s role in a lesson is not appreciated by his learners. As there is a lack of fulfilling these constructivistic principles of learning, learners are not activated. All interviewed students said explicitly that their attitude to an English language is positive but unfortunately not thanks to their teacher, but to their private lessons. Their positive attitudes might suggest the fact that they are activated learners, however, a positive attitude is only one factor out of many to become activated. (For a definition of an activated learner, see chapter 1.2.3). The teacher also omits nearly all activating methods, the only ones which he uses are asking questions and eliciting answers (see 1.2.5.). However, the procedures of these techniques are not carried out in accordance with their principles, as he never addresses any learner or he does not express his interest in the lesson. The teacher does not vary organizational forms in order to involve the learners in a lesson, nor does he use any teaching aids apart from the textbook and magazine, which the learners find uninteresting. All above mentioned aspects leading to activation of learners are discussed in 1.2.4. and 1.2.5. Possibly the prevailing arguments for not being active is the teacher's attitude, he is described as lax, phlegmatic and uninterested which seems to prevent the learners from being involved, interested and active in the lesson.

Interview with the teacher

The teacher has been teaching at the grammar school for twelve years. In his opinion, an activated learner is a learner who is interested in learning English. He uses interactive aids such as interactive board and interactive textbook, then PCs, tablets and additional materials. What makes the learners passive can be preceding lessons, tiredness or simply the fact that they are not interested. When the teacher was asked about his reasons for choice of activating methods, he described what they do in the lessons. The teacher deals with passive learners in his lessons and he describes passive learners as those who do not want to react and answer his questions and work with them is difficult. He tries to make them work but it is impossible. To conclude,

the teacher does not seem to realize that he should do something differently and he blames his learners. He believes that they should be interested in the lesson themselves. The group of learners which was a subject of this research is on the lower level in comparison with their counterpart and the teacher's attitude seems to be based on this fact. The teacher avoided to answer the question why he uses certain activating methods, he rather described his lessons. Such a fact might lead us to an assumption that he does not take any activating methods into consideration. However, no other classes were observed, so we do not know whether his attitude and behaviour is the same in all his lessons. On the other hand, based on the observations, questionnaires and interviews, the teacher does not seem to provide opportunities for learners to be active. According to his students, the teacher is lax, phlegmatic, passive and uninterested, which might be a part of his personality. Unfortunately, it effects his learners in a way that they do not feel activated.

Asking questions and eliciting answers are the only activating methods used by the teacher. The reason for choice of these methods was not possible to find out. The question was explicitly asked, however, the teacher avoided to answer. The learners' perception of opportunities for learning which are provided by their teacher, is rather poor. Learners would be willing to learn more and they would like to change their English lessons, however, they like their teacher as a person and do not want to hurt him. Learners are passive during the lessons because their teacher is passive and they are not provided with enough opportunities for active learning. Based on the interview, such a particular teacher is not in accordance with the definition of an activating teacher discussed in 1.2.4. because the research showed that the teacher's role in the classroom is rather passive and based on the theory, his role is rather directive, which does not correspond with activation of learners. Teacher's rapport with his learners seems positive, however, is not supported by methods he uses in teaching. Their positive rapport might be caused by his lax attitude to teaching and the fact that learners can relax or prepare for other lessons during English lessons. The teacher does not change organizational forms to activate his learners therefore learners might be bored, sleepy and consequently not activated.

CONCLUSION

The thesis deals with an issue of activating learners in an English language class. The thesis is divided into a theoretical and practical part. The main aim of this paper is to put into context essential concepts concerning activation of learners in the theoretical part which serves as a background for the practical part where the research is carried out. The research focuses on a teacher and tries to identify what activating methods and other techniques the teacher uses to activate his learners.

Firstly, the theoretical part introduces humanistic approach where a brief historical background is provided in order to explain why activation plays a crucial role in English language teaching and learning. Key principles of humanism are introduced and explain why feelings, social relations, responsibility, intellect and self-actualization are inseparable from activation of learners. Constructivistic theory of learning explains that all humans construct their own version of reality and therefore they learn different things differently. Constructivism is then explained together with Piaget's stages of a learner's life and his further ideas concerning constructivism. Such an explanation results in constructivistic principles of learning which are active involvement in learning, a relationship between learning and thinking, choice of tasks for learners and teacher's roles. Piaget's constructivism is then supported by his followers Bruner and Kelly who contributed to constructivism as well. The last part is social constructivism which explains the relations among everything that enters learning, a teacher, a learner, a task and its context. The second subchapter deals with principles of learners activation in ELT lessons. Each part is dedicated to one principle which is introduced, described and discussed in the context of activation of learners. Aims, learning, an activated learner, an activating teacher and methods, techniques and teaching aids are presented.

Secondly, the practical part consists of introducing the aim of the research which is to identify opportunities for active learning which are provided by the teacher and what activating methods and techniques he uses. The secondary aim of the research is to find out what is the impact of using activating methods on learners and learners' attitudes and perception of these opportunities are taken into account. The research took place at a selected grammar school and one teacher with his thirteen learners took part in the research. The data was collected through four different tools which are an observation sheet, questionnaire for students, an interview with four students and an interview with a teacher. The reason for such a variation of the data collection tools is triangulation. All the tools were piloted at a primary school and a few minor

changes were made. Each of the tools is described in the practical part and then the research findings follow.

Based on the research, the most frequent activating methods are asking questions and eliciting answers. Role-play has occurred only once and learners seemed confused. As discussed in a theoretical part, there are certain rules which should be followed when asking questions. The teacher asked his learners questions, however, did not follow the rules of addressing some particular student. The teacher does not use many teaching aids either. Thus, concerning activating methods, techniques and aids the research showed that there is a lack which results in non-activation of learners.

As for the organizational forms, the teacher uses mainly individual work, once frontal teaching and pair work was recorded. Based on theory, part 1.2.4. concerning Activating teacher is the one who uses various organizational forms in order to activate his learners. In the same part 1.2.4. organizational forms are discussed from the perspective of activation where it is seen that pair work and group work are the most suitable for creating opportunities for learning to happen. The teacher in the research, however, did not provide his learners with the variation of organizational forms, thus, the result is non-activated learners.

The research proves that the aim of a lesson is never stated by the teacher. Twice the teacher informs his learners about the plan for the lesson, which is not the aim. According to the theory, especially part 1.2.1. where aims are discussed, when the learner knows where he is heading in the lesson, in the course, in his life, then he might become activated.

Concerning a rapport between a teacher and his learners, thanks to all the research tools, the rapport seems positive, as the questionnaire reveals that learners like their teacher, they appreciate his subject matter knowledge and respect him as a person. However, the positive aspect is based more on his personal character, when learners describe him as a good person, not based on the way he teaches. The teacher is usually late for the lessons and spends a lot of time with a class book, the atmosphere in the class is relaxed but learners seem to be demotivated, uninterested and sleepy. A positive rapport between a teacher and his learners is one of the aspects of an activating teacher. The research shows that this teacher fulfils this aspect only partially but because the positive rapport is not based on the way he teaches, on contrary, therefore such a teacher cannot be assessed as activating.

To conclude, the aim of this diploma paper was to find out what activating methods and techniques a teacher uses in his English language classroom and what are his reasons to choose

them. A secondary aim was to find out how students themselves perceive the methods and techniques which their teacher uses to activate them. The research found out that the group of learners fulfil one condition to be activated learners, which is the positive attitude to English, however do not fulfil the rest. Yet, their positive attitude is caused by their personal English lessons, not by their teacher at school. Otherwise the learners are not involved in the lesson, do not take any notes and most of them do not follow their teacher. None of the learners was motivated to work in the class. The teacher uses questions at the beginning of the lessons to activate his learners, however, the questions are taken from a course book and therefore do not have any relation to the students or to the current situation in the class. The whole activity seemed very unnatural. Another technique which the teacher uses is eliciting answers, however, it was not done correctly as nobody was directly addressed. The teacher does not state the aim of the lesson, does not use many teaching aids, does not fulfil any teacher's roles in accordance with humanistic approach, as he is rather directive, or he does not vary organizational forms to involve the learners in learning, students are rather passive because their teacher is passive too. The teacher does not work on their mutual rapport in order to activate his learners. When four students were interviewed, they all agreed that their teacher is passive and seems to be uninterested. They all appreciated his qualities in a subject matter, however, all four students would like to learn more if they could. The interview with a teacher shows the teacher is satisfied with his way of teaching and it is the students' mistake that they are not active.

The teacher acts as if he was bored and uninterested and his learners can feel such an attitude. Why teacher uses the two activating methods was impossible to find out. The teacher was asked explicitly, however, avoided asking the question. Students perceive such lessons as useless, tiring, boring, uninteresting. The result is that the learners somehow survive the lesson without any need to be active. The students hope, they will learn English somewhere else and feel sorry for such a fact.

RESUMÉ

Tato diplomová práce pojednává o problematice aktivizace žáků v hodinách anglického jazyka. Celá práce je rozdělena do dvou částí – teoretické a praktické. Cílem teoretické části je představit klíčové pojmy a zasadit je do kontextu dané problematiky, jsou představeny a popsány významné aspekty týkající se aktivizace žáků. Praktická část se zabývá výzkumem, který je podrobně popsán a analyzován. Závěrem jsou představeny výsledky výzkumu spolu s aspekty, které z daných výsledků vyplývají. V praktické části jsou také zmíněny nedostatky, které tento výzkum má.

Teoretická část je rozčleněna do dvou podkapitol. První podkapitola pojednává o aktivizaci žáků z hlediska vývoje osobnosti žáka. Celá tato podkapitola je dále rozčleněna na tři části. První část se zabývá humanistickou psychologií, jak z hlediska historického vývoje, tak z hlediska klíčových principů humanismu. Mezi tyto klíčové principy humanismu patří pocity, sociální vztahy, odpovědnost, intelekt a sebeuvědomění si, které poskytují vysvětlení, proč aktivizace hraje významnou roli v učení se anglického jazyka.

Druhá část se zabývá konstruktivistickou teorií učení. Nejprve jsou představeny tři metodologie, které mají základ v humanistické psychologii. Jsou jimi Silent way, Suggestopedia a Community Language Learning. Dále je představen konstruktivismus, který říká, že každý člověk si konstruuje svoji vlastní verzi reality a proto se učí rozdílné věci rozdílným způsobem. Piaget, významný představitel konstruktivismu, tvrdil, že každý člověk je aktivně zapojen do konstruování svých vlastních smyslů. Piaget představil čtyři vývojové fáze v žákově životě, aby vysvětlil, jakou roli zde hraje aktivizace. Pokud učitel zná tyto čtyři vývojové fáze, může mu to napomoci k výběru správných aktivizačních metod, technik a pomůcek. Spolu s vývojovými fázemi je také poukázáno na Piagetovu teorii o asimilaci a akomodaci. Na základě Piagetových myšlenek a teorií, se dále představují konstruktivistické principy učení, kterými jsou aktivní zapojení do výuky, vztah mezi učním se a přemýšlením, volba správné aktivity a učitelova role. Všechny tyto principy jsou zde prodiskutovány ve světle aktivizace žáků. Také Bruner a Kelly, významní psychologové a podporovatelé Piagetových myšlenek, obohatili konstruktivismus svými myšlenkami o významu cílů a vztahů mezi učitelem a jeho žáky

Třetí část představuje sociální konstruktivismus, jehož zakladatelem byl ruský psycholog Vygotsky. Sociální konstruktivismus je zasazen do kontextu a je popsán a vysvětlen sociálně konstruktivistický model.

Druhá podkapitola je rozdělena do pěti částí, každá z nich představuje princip aktivizace ve výuce anglického jazyka. První část je věnována cílům. Nejprve jsou cíle popsány, vysvětleny důvody, proč jsou cíle důležité a dále jsou stručně popsána pravidla, dle kterých by se měl řídit učitel při stanovování cílů. Závěr této části je věnován kategorizaci cílů dle domén.

Následující část se zabývá pojmem učení, vysvětluje obecně, co učení znamená a přechází k aktivnímu učení. Dále pak se tato část zabývá učením se druhému jazyku a poukazuje na důležité aspekty v této oblasti.

Třetí částí je aktivizovaný žák. Nejprve se diskutují učební styly a strategie. Důležité pojmy v oblasti stylů jsou definovány a vysvětleny. Žákovy strategie dále vysvětlují, proč je jeden žák úspěšnější než druhý. Styly a strategie jsou zakončeny definicí aktivovaného žáka. Celá tato část je zakončena diskuzí o adolescenci, protože výzkum probíhal na gymnáziu ve třídě studentů ve věku okolo sedmnácti let.

Čtvrtá část pojednává o aktivizujícím učiteli, jsou zde vydefinovány tři stěžejní aspekty, které tvoří aktivizujícího učitele. Role učitele, vztah mezi učitelem a jeho žáky a organizační formy. Každý z těchto aspektů je představen a diskutován ve světle aktivizace.

Poslední částí jsou metody, techniky a učební pomůcky. Nejprve jsou metody vydefinovány, dále jsou představeny role, které mají a to předat sdělení, aktivizovat a funkce komunikační. Učební pomůcky jsou představeny spolu s tím, jak je vybrat, aby byly v souladu s cíli. Jejich stručný výčet uzavírá celou teoretickou část. Každá pomůcka je stručně reflektována v souladu s aktivizací.

V praktické části se diplomová práce zabývá samotným výzkumem, který má podobu případové studie. Cílem tohoto výzkumu je zodpovědět, jaké aktivizační metody a z jakých důvodů učitel používá a jak tyto metody vnímají samotní žáci. Výzkum byl proveden na vybraném gymnáziu u studentů septimy. Výzkumu se účastnil učitel anglického jazyka s vysokoškolským vzděláním a třináct studentů ve věku mezi sedmnácti a osmnácti lety. K výzkumu byly použity čtyři různé nástroje: observační arch, dotazník pro studenty, rozhovor se čtyřmi studenty a rozhovor s učitelem. U všech čtyř výzkumných nástrojů byla pilotáž provedena na základní škole a na jejím základě byly provedeny menší úpravy. Nejprve byly v průběhu šesti po sobě jdoucích hodin vyplněny observační archy. Na základě těchto náslechnů bylo zjištěno, že učitel nejčastěji používá aktivizační metodu pokládání otázek a zjišťování odpovědí. Pouze jednou v průběhu těchto šesti hodin proběhla role-play, ale studenti se zdáli být zmatení a nevěděli, co mají dělat. Z poznámek, které byly zaznamenány mimo observační

arch, bylo zřejmé, že učitel se často ptá, ale nikdy nikoho neosloví. To žáky nemotivuje k odpovědi a tím pádem nejsou aktivizováni. Zdrojem pro učitelovy otázky je vždy učebnice. Otázky pak působí nepřirozené a nejsou spjaty s momentální situací a náladou ve třídě. Z organizačních forem využívá učitel především individuální práce, práce ve dvojicích byla upozorována pouze jednou. Učitel pracuje výhradně s učebnicí, s časopisem a s poslech, které jsou jejich součástí. Jednou byl použit počítač pro prezentaci látky, ale učitel nebyl dostatečně připraven a technické potíže hodinu zdržely. Při kontrole zadané práce, učitel zkoumá konkrétní odpověď, nikoliv odůvodnění. Cíle výuky na začátku hodiny nebyly nikdy zmíněny, ale atmosféra ve třídě se zdá být přátelská, leč velmi unavená, až pospávací. Tento pozorovací arch má mnoho nedostatků, proto, bohužel, jeho vypovídací hodnota nemůže být dostatečná. Vlastně se nejedná o pozorovací arch, jde spíše o kompilát otázek.

Dotazníky pro studenty, jako druhý nástroj výzkumu, byly vyplněny deseti studenty po skončení výuky. Učitel byl tak laskav, že třídu opustil, aby se studenti mohli případně na cokoli zeptat. Odpovědi poukázaly na fakt, že studenti mají svého učitele rádi jako člověka, nikoliv jako učitele. Oceňují jeho znalost anglického jazyka a považují ho za hodného člověka, z čehož pramení jejich respekt k němu. Nicméně, žáci nevnímají svého učitele jako aktivního, ale spíše flegmatického, laxního a bez zájmu o hodinu. Podle žáků, učitel nepoužívá dostatek aktivizujících metod ani pomůcek ani organizačních forem, což by napomohlo aktivizaci žáků, kteří by rádi změnilí svoje hodiny anglického jazyka.

Posledním nástrojem jsou pohovory se čtyřmi studenty a s učitelem. Všechny rozhovory proběhly v soukromí a byly nahrány. Jejich prepis je k dispozici v přílohách této práce. Všichni čtyři studenti se shodli na faktu, že jejich učitel zná anglický jazyk velmi dobře a také, že to je hodný člověk. Jedna studentka uvedla, že jí vždy vyjde vstříc, když potřebuje vylepšit známky a proto, by mu neradi ublížili, třeba tím, že by požadovali změnu učitele. Na druhou stranu si uvědomují, že si ze školních hodin mnoho neodnášejí a téměř všichni studenti té dané skupiny chodí na soukromé hodiny anglického jazyka. Každý ze studentů uvádí jiný příklad toho, co ho na hodinách baví, ale bohužel toho není mnoho. Studenti uvádějí, že by si přáli, aby výuka probíhala v anglickém jazyce, aby učitel netrávil tolik času zapisováním do třídní knihy a aby s nimi více hovořil. Studentům nevyhovuje způsob kontrolování zadaného úkolu. Pro ilustraci, v případě poslechových cvičení, studenti i celou vyučovací hodinu pracují na jednom poslechu, v poslední minutě vyučování si zkontrolují správné odpovědi, nicméně si je neodůvodní. To vede k tomu, že ti studenti, kteří měli nějaké odpovědi špatně, nevědí, v čem udělali chybu. Dále studentům nevyhovuje, že se učitel ptá, ale nikdy nikoho neosloví. Vždy odpovídají dva

až tři studenti a ostatní se výuky neúčastní. Studenti se shodují na tom, že s učebnicí příliš nepracují, když se tak stane, přijde jim práce s ní nudná. Časté vyplňování cvičení považují za zbytečné. Uváděli také, že pracovní sešit vůbec nepoužívají, a že by s ním rádi pracovali. Studenti považují hodiny a aktivity připravené učitelem za nudné a domnívají se, že ani učitele výuka nebaví. Všichni studenti by ocenili, kdyby mohli pracovat na nějakém zajímavém tématu, hodina probíhala v anglickém jazyce a oni se mohli účastnit různých aktivit tak, aby jim výuka plynula.

Závěrem diplomové práce je rozhovor s učitelem, který byl také veden v soukromí a jeho přepis je k náhledu v přílohách. Učitel působí na daném gymnáziu již dvanáct let a v rozhovoru tvrdí, že používá různé pomůcky, jako jsou interaktivní tabule, interaktivní učebnice, počítače, tablety a doplňkové materiály. Důvodem pasivity žáků, podle učitele, může být předchozí hodina, tělocvik, koncová hodina nebo fakt, že je to nebaví. Na otázku, jaké byly důvody výběru aktivizačních metod v hodině, odpověděl podáním popisu hodiny, tudíž odpověď nebyla zjištěna. Učitel přiznává, že v hodině jsou pasivní žáci a popisuje je jako ty, kteří nereagují a neodpovídají na jeho otázky. Snaží se je přimět k práci, ale je to nemožné.

Diplomovou práci uzavírá shrnutí závěrů z výzkumu. Nejčastější aktivizační metody učitele jsou pokládání otázek a zjišťování odpovědí. Důvod, proč se pro ně učitel rozhodl, se nepodařilo zjistit. Žáci vnímají učitelovy profesní výkony jako slabší a rádi by své hodiny změnil. Svého učitele si ale váží jako člověka, a proto by se ho neradi dotkli. Žáci jsou v hodinách pasivní, protože jejich učitel je také pasivní a neposkytuje jim dostatek příležitostí pro aktivní výuku. Dle teorie, tento učitel není aktivizující, protože nekoresponduje s definicí aktivizujícího učitele, který využívá různých rolí, pracuje na vzájemném vztahu s žáky a využívá různých organizačních forem, aby své žáky aktivizoval.

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APPENDICES

Appendix 1 – Observation Sheet

Appendix 2A – Questionnaire – Czech language

Appendix 2B – Questionnaire – English language

Appendix 3A – Interviews – Czech language

Appendix 3B – Interviews – English language

Appendix 4A – Transcription of an interview – learner 1

Appendix 4B - Transcription of an interview – learner 2

Appendix 4C - Transcription of an interview – learner 3

Appendix 4D - Transcription of an interview – learner 4

Appendix 5 - Transcription of an interview – teacher

Appendix 2A

DOTAZNÍK PRO STUDENTY

Jméno:

třída:

datum:

věk:

1. Hodiny anglického jazyka (dále jen „AJ“) mě baví (1 = nejméně baví; 5 nejvíce baví)

1 – 2 – 3 – 4 – 5

2. Co pro mě znamená, když mě hodina baví

.....
.....

3. hodiny AJ mě baví, protože:

- Výuka a aktivity připravené učitelem jsou zábavné
- Mám možnost komunikovat v AJ se spolužáky a s učitelem
- Práce s učebnicí / časopisem / jiným materiálem je zajímavá
- Učitel má pozitivní přístup
- Učitel mě motivuje
- Mám pocit, že mi AJ jde a tím pádem jsem úspěšný/á
- Mám možnost se aktivně zapojit/ vyjádřit
- Jiné:.....

4. Hodiny AJ mě nebaví, protože:

- Výuka a aktivity připravené učitelem jsou nudné
- Pracujeme jen s učebnicí/workbookem/časopisem
- Učitel má negativní přístup
- Učitel mě dostatečně nemotivuje
- Mám pocit, že mi AJ nejde, tím pádem dostávám špatné známky
- Nemůžu se aktivně zapojit
- Jiné:.....

5. Prosím, popiš svého učitele a jeho chování v hodině:

6. Pomáhají mi různé organizační formy (samostatná práce, práce ve dvojici, práce ve skupině atd.), abych se aktivně zapojil do výuky? Pokud ano, která a proč?

7. Co bys změnil na hodině AJ, aby tě výuka víc bavila:

DĚKUJI!!!

Appendix 2B

QUESTIONNAIRE FOR STUDENTS

Name: **Class:** **Date:** **Age:**

1. I like lessons of English language (1 = the most; 5 = the least)

1 – 2 – 3 – 4 – 5

2. What does it mean for me when I like the lesson of English

.....
.....

3. I like lessons of English because

- Lessons and activities prepared by a teacher are entertaining
- I have a possibility co communicate in English with my classmates and with a teacher
- Work with a textbook/magazine/other material is interesting
- A teacher has a positive attitude
- A teacher motivates me
- I feel that I am good at English, therefore I am successful
- I have an opportunity to be actively involved in the lesson
- Others:.....

4. I do not like lessons of English because

- Lessons and activities prepared by a teacher are boring
- We work only with textbook/workbook/magazine
- A teacher has a negative attitude
- A teacher does not motivate me enough
- I feel that I am not good at English, therefore I get bad marks
- I cannot get actively involved
- Others:

5. Please, describe your teacher and his acting in a lesson

6. Do various organizational forms (individual work, pair work, group work, frontal teaching) help me to get actively involved in a lesson? If so, which form and why?

7. What would you change in your lessons of English so that you like the lessons more?

Thank you!

Appendix 3A

ROZHOVOR SE STUDENTEM

Jméno:

Věk:

Třída:

Datum:

(mé otázky s následující transkripcí):

1. Jak dlouho se učíš AJ?
2. Jaký je tvůj přístup k AJ a proč?
3. Myslíš si, že si v hodinách aktivní nebo pasivní? Věděl/a bys co je důvodem?
4. Co tě baví nejvíc v hodinách AJ? A proč?
5. Co se ti líbí na tvém učiteli AJ? Co u něj/ní oceňuješ nejvíce?
6. Co se ti nelíbí na tvém učiteli AJ?
7. Jaké máš pocity, když se chceš na něco zeptat? (strach, svoboda,...)
8. Jaké pomůcky učitel používá? Které pomůcky máš rád? (interaktivní tabule, hry, hudba,...) A které pomůcky, si myslíš, že jsou důvodem toho, že tě to baví? Že jsi aktivní?
9. Pracuješ rád sám, ve dvojici, ve skupině nebo máš rád, když učitel vykládá látku vám všem? Jaký druh práce preferuješ? (indiv., ve dvojici, ve skupinách)
10. Chceš mi ještě něco říct o tvých hodinách AJ nebo o učiteli?

ROZHOVOR S UČITELEM

Jméno:

Datum:

(mé otázky s následující transkripcí):

1. Jaké jsou vaše zkušenosti s výukou a jak dlouho učíte na této škole?
2. Jak, podle vás, vypadá aktivizovaný žák?
3. Co děláte pro to, abyste aktivizoval žáka? Jaké pomůcky a techniky používáte, aby se žáci zapojili do výuky a co je důvodem jejich volby?
4. Když jsou žáci pasivní, proč tomu tak je, podle vás?
5. Máte ve třídě nějaké pasivního žáka? Jak přesně se to projevuje? Co s nimi děláte?

Appendix 3B

INTERVIEW WITH A LEARNER

Name:

Age:

Class:

Date:

(My questions with a following transcription):

1. How long have you been studying English?
2. What is your attitude to English and why?
3. Do you think that you are an active or passive student in lessons? Would you know its reasons?
4. What do you like the most in your English lessons? And why?
5. What do you like about your English teacher? What do you appreciate the most about him?
6. What do you not like about your English teacher?
7. What are your feelings when you want to ask your teacher about anything?
8. What aids does a teacher use? Which aids do you like? (Interactive board, games, music...). And which aids, do you think, are the reason of your interest in learning?
9. Do you prefer individual, pair or group work? Or do you like more frontal teaching?
10. Would you like to tell me anything else about your lessons or your teacher?

INTERVIEW WITH A TEACHER

Name:

Date:

(My questions with following transcription)

1. What are your experience and how long have you been teaching at this school?
2. Who is an activated learner for you?
3. What do you do to activate your learners? What aids and methods do you use to get your learners involved in a lesson and why do you choose them?
4. When learners are passive, why do you think it is so?
5. Do you have any passive learner in your class? How do you know they are passive? What do you do with them?

Appendix 4A

Transkripce:

J = já, A = Alina

J: Jak dlouho se učíš angličtinu?

A: Od 3. třídy.

J: A je ti kolik teda? Od 3. třídy, dobře.

A: 18.

J: A jaký je tvůj přístup k angličtině a proč?

A: Jako mě angličtina hodně baví, akorát teda abych pravdu řekla, tak ze školy nemám vůbec nic, ale já jsem od malička chodila, no, občas na různý doučování, a mně hodně pomáhají filmy, mě angličtina nedělá problém, ale je fakt, že ve škole jsem se nenaučila vůbec nic.

J: Myslíš si, že jsi v hodinách spíš aktivní nebo pasivní? A věděla bys co je důvodem?

A: Jako, já bych byla aktivní, ale já nemám žádnou jako motivaci tady. Tím že nikdo není aktivní a ten přístup taky není zrovna úplně aktivní tak...

J: Myslíš přístup tvůj nebo učitele?

A: Učitele, nemáme žádnou motivaci, abychom odpovídali. A je taky docela trapný být aktivní, aby mezi jako ostatníma, když nikdo není tak..

J: Co tě baví nejvíc v hodinách angličtiny a proč?

A: Filmy.

J: Díváte se často?

A: No jo, asi dva filmy za půlrok se podíváme a jinak co mě ještě baví? Asi práce s Bridgem.

J: Jo super, takže poslechy, jak jste dneska dělali.

A: Jo, to se mi bude hodit.

J: Co se ti líbí na tvém učiteli angličtiny a co u něj oceňuješ nejvíc?

A: Určitě znalosti aj, ještě se mi nestalo, aby řekl, že neví. A co tam ještě bylo?

J: Co se ti líbí a co u něj oceňuješ?

A: No tak tohle, znalosti.

J: A co se ti nelíbí na tvém učiteli angličtiny?

A: No ten přístup, nebo to vypadá, že ho to moc nebaví.

J: Jaké máš pocity, když se chceš na něco zeptat?

A: Nemám s tím problém

J: Jaké pomůcky učitel používá a co ty máš ráda z těch pomůcek a které pomůcky si myslíš, že jsou důvodem, že tě to baví.

A: Žádný.

J: Takže učitel nepoužívá žádný pomůcky?

A: Jaký pomůcky to můžou být?

J: Různé kartičky se slovíčkama, poslechy, ale to vím, že děláte, nějaké materiály, které donese do hodiny.

A: Jo tak to žádný. Bridge.

J: Pracuješ ráda sama, ve dvojici, ve skupině nebo tě baví, když učitel vykládá látku vám všem? Co upřednostňuješ nejvíc?

A: Sama, protože ve dvojici, to jako neexistuje, že bychom mluvili anglicky, spíš česky, protože, no jak bych to řekla, spíš je to trapný a je to takový jako...

J: Takže ani nemáš příležitost pracovat ve dvojicích nebo ve skupinách

A: Ne ne, to jsme dělali spíš dřív.

J: Chceš mi ještě něco říct o hodinách angličtiny nebo o panu učiteli angličtiny?

A: Asi ne.

Appendix 4B

Transkripce:

J = já, L = Lucka

J: Jak dlouho se učíš angličtinu?

L: Od 3. třídy což znamená, nechci zdržovat tak...

J: A je ti?

L: Je mi 17.

J: Jaký je tvůj přístup k angličtině a proč?

L: Upřímně řečeno asi mám větší priority než angličtinu, pravdou je, že v dnešní době je hodně potřebná, ale chtěla bych se věnovat jiným oborům, hlavně přírodovědným a třeba na moji vysněnou školu, kam bych chtěla jít, což je medicína, tak tam jako angličtina není úplně priorita, takže teď se soustředím ve škole na jiné předměty.

J: Myslíš si, že si v hodinách aktivní nebo pasivní a věděla bys co je toho důvodem?

L: No, já bych řekla, že jsem hodně aktivní člověk, ale ne co se týká aj bohužel, protože bych potřebovala, aby i druhá strana byla aktivní, tím myslím profesora. Aby jako nás nějak zabavil, já si myslím, že umím spolupracovat, jakože mě i spoustu věcí ve škole baví, ale prostě při tý aj jsem pasivní, protože si dělám jiné věci z toho důvodu, že když nám někdo pustí poslech na celou hodinu z časopisu, tak to pro mě nemá význam, ani přínos. A proto jsem pasivní.

J: Děkuju, co tě baví nejvíc na hodinách angličtiny a proč?

L: Je to blbý, ale nejsvětější chvílka je zkoušení, kde jako si s tím učitelem povídám a je tam ta interakce, je to prostě divný, ale je to tak bohužel.

J: Takže ti nevádí, když si zkoušená přímo ty?

L: No právě že to je to, kdy se mi ten učitel věnuje a povídá si se mnou.

J: Dobrý, co se ti líbí na tvém učiteli aj a co u něj oceňuješ nejvíc?

L: Snad jediné asi jeho flegmatismus, naprostý pohodářství, úplně jako, že některý učitele jsou na můj vkus až jako zbytečně přemotivnělí, že všechno řeší, a on všechno tak jako na háku, samozřejmě to není dobře, ale pro mě z pohledu studenta, to nikdy není na škodu a taky mám někdy pocit, že ho to ba...no, baví, no to je asi jeho povaha, no, snaží se.

J: Co se ti nelíbí na tvém učiteli angličtiny?

L: No na druhou stranu, ta laxnost nebo ta, já bych potřebovala, aby mě ten učitel zaujmul, abychom řešili nějaký zajímavý věci, zajímavá témata, aby ta hodina šla rychle, aby se furt něco dělo, a ne prostě že deset minut si čteme článek, který máme přečtenej za tři minuty, a zbylých sedm minut si učitel zapisuje, a taky si myslím, že tomu věnuje až příliš času, prostě tomu zapisování do třídnice. Nechápu význam pouštění filmů, to je další věc, kterou nechápu, proč děláme. Jo a málo interakce, málo dialogů.

J: Mezi váma studentama?

L: Ano, mezi náma, s učitelem, to se snaží, ale... a ještě asi základní problém je, že on se nikdy neptá konkrétně, on se vždycky zeptá do prostoru do třídy, takže my víme, že se nemusíme tak aktivně účastnit, protože když nic neděláme, to pak nedojde k té trapné situaci.

J: Jaké máš pocity, když se chceš na něco zeptat?

L: Úplně v pohodě, na všechno odpoví, snaží se odpovědět.

J: Super, jaké pomůcky učitel používá a které z nich ty máš ráda?

L: Učebnice, pravdou je, že málokterá učebnice by někoho asi bavila, když ho to moc nezajímám. Ale tak teda učebnice, pracovní sešity, workbooky máme, ale vůbec je nepoužíváme, což jako je blbý, třeba druhá skupina si je má vyplnit, pak si je učitel zkontroluje, přečte, no a hlavně Bridge, ten Bridge není špatnej, ale nemyslím si, že by měl patřit do hodiny angličtiny. Nebo jako, prostě, že bychom si to měli dělat ve volném čase, tak jsem to chtěla říct.

J: A myslíš si, že pan učitel používá nějaký pomůcky, který tě dokážou zaktivizovat, že tě ta hodina pak baví? Že jsou nějaký pomůcky, který občas použije?

L: No když jako se nadhodí nějaký téma, tak jako...já si ráda povídám. Takže jako ráda zareaguju, nebo ráda poslouchám, co říkají ostatní, ale jakoby vysloveně, když je to nějaký téma, na který se diskutuje, ale jinak zas toho tolik není.

J: Jasně. Pracuješ ráda sama, ve dvojici, ve skupině nebo máš radši, když pan učitel stojí před váma a vykládá látku vám všem?

L: Ten poslední případ je pro mě nejhorší, já si myslím, že angličtina by měla být hodně o interakci a o komunikaci a nejvíc mi vyhovuje práce ve skupině nebo ve dvojici, ale to skoro vůbec neděláme.

J: Takže k tomu není příležitost?

L: No, třeba dvakrát do pololetí, což je strašně málo.

J: Dobře, a ještě úplně poslední otázka. Chceš mi ještě něco říct o hodinách angličtiny nebo o panu učiteli?

L: No, jako myslím si, že pan profesor je dobrej člověk, hodnej, ale jeho přístup mi bohužel nevyhovuje, je to blbý, ale samozřejmě je částečně chyba ve mně, kdybych se hodně chtěla učit, tak se něco naučím. Jsou tady i lidi, který dávají pozor.

J: Moc děkuju.

Appendix 4C

Transkripce:

J = já; P = Petr

J: Jak dlouho se učíš angličtinu?

P: Tak ještě ve školce jsem se možná učil barvičky, takže 11 let, ale určitě to není poznat.

J: Jaký je tvůj přístup k angličtině a proč?

P: Přístup, no tak asi je potřebná vzhledem k tomu, kolik toho hledám na internetu a prohlížím, ale asi kdyby ten internet nebyl tak bych ji skoro vůbec neuměl.

J: A baví tě angličtina?

P: Já nevím, baví... to nejde asi tak...

J: Jaký jsou tvoje koníčky?

P: Chodím do posilovny, dělal jsem různé modely...

J: A řekl bys o angličtině, že je tvůj koníček?

P: To asi úplně ne.

J: Dobrý. Myslíš si, že jsi v hodinách aktivní nebo pasivní a věděl bys co je toho důvodem?

P: No, tak v týhle půlce jsem ten aktivnější. Vzhledem k tomu, že tohle je horší skupina a já mám nejlepší známky z nich...

J: Tak tě to motivuje?

P: Motivuje, ale spíš když se tak koukám a nikdo nic moc neříká tak mi to je blbý.

J: Co tě nejvíc baví na vašich hodinách angličtiny a proč?

P: No, mě to moc nebaví teda.

J: A kdybys měl vybrat jednu věc, že si řekneš, „jo tohle mě baví“?

P: Tak občas když děláme něco z toho Bridge a dozvím se tam něco tak jako jo, ale já to stejně většinou dělám sám, my toho s tím učitelem stejně moc neuděláme, on by tady v podstatě ani nemusel být.

J: A co nejvíc oceňuješ na svém učiteli?

P: On tý angličtině asi rozumí, a když chce, tak to dokáže i vysvětlit. Ale mě přijde, že je většinou takovej unavenej, takovej pospávací.

J: A co se ti nelíbí na tvém učiteli angličtiny?

P: Že je takovej pasivní, i když já jsem tady nikdy nikoho nezažil aktivního, teda jedna učitelka je taková aktivní, ta nám dokázala i něco vysvětlit... na supla.

J: Jaké máš pocity, když se chceš pana učitele na něco zeptat?

P: Doufám, že mi odpoví, aby to k něčemu bylo a abych to pochopil.

J: Jaké pomůcky učitel používá a které tobě vyhovují?

P: Máme učebnici a pracovní sešit, ale my s tím vůbec nic neděláme. Jsme teda sice v půlce, ale myslím, že jsme z té učebnice v podstatě nic neudělali, a když už děláme nějakou tu gramatiku nebo něco tak to rychle prolíneme a už se z toho píše písemka.

J: Dobrá. Pracuješ rád sám, ve dvojici, ve skupině nebo máš rád, když učitel stojí před váma všema a něco vysvětluje?

P: Tak on nám toho moc nevykládá. Spíš nám řekne, ať se podíváme do učebnice. S tou angličtinou já se nejvíc setkám na internetu, když procházím stránky s vtipama nebo tak, tak to mě baví, ale tyhle ty jiný metody učení... mě by vyhovovalo, kdyby se s náma prostě bavil, já bych ani to psaní nějak moc nepotřeboval.

J: Takže by ti vyhovovalo nejvíc, kdybys měl tu možnost mluvit.

P: Ano.

J: A pracujete ve dvojicích nebo ve skupinách?

P: Ne, ono to tady moc nejde. Tak třeba ve dvojici, když ten druhý ani neumí pořádně anglicky, tak v podstatě oba dva se slyšíme, řekneme to blbě a ještě si to blbě zapamatujeme, takže nejlepší je když se bavíme s učitelem.

J: A máte tu možnost?

P: Ne, já naštěstí teda chodím k Američance tak to naposlouchávám.

J: Je ještě něco co bys mě chtěl říct o svých hodinách angličtiny nebo panu učiteli?

P: Ne.

J: Moc děkuju.

Appendix 4D

Transkripce:

J = Já; N = Natálie

J: Jak dlouho se učíš angličtinu?

N: Od 3. třídy, tak ty jo, to už je hodně dlouho.

J: Takže nějakých 8 roků?

N: Jo, 8 roků.

J: A jaký je tvůj přístup k angličtině a proč?

N: No, tak přístup k angličtině by byl, si myslím dobřej, kdyby bylo proč se snažit. Ale chodím na doučování, tak se docela snažím, protože vím, že to budu potřebovat, ale přístup k angličtině ve škole je nulovej, ať už je to práce doma, abych se připravila na nějaký test, nebo práce při hodině.

J: A proč tomu tak je?

N: Protože učitel ve mně nevzbuzuje žádný zájem, proč bych to měla dělat a připravit se na tu hodinu. Jemu je to jedno jestli budu připravená nebo nepřipravená a nebude to řešit. Takže asi ani nemám z něho strach, že by pro mě měl nějakou autoritu, že bych se musela připravit jako v jiných předmětech.

J: Dobře. A myslíš si, že si v hodinách aktivní nebo pasivní?

N: Tak určitě pasivní.

J: A co je důvodem té pasivity?

N: Tak nikdo po mě ani nechce, abych byla aktivní.

J: Dobře, co tě baví nejvíc v hodinách angličtiny a proč?

N: Možná když koukáme na nějaký film, tak mě ta angličtina baví. Ne, kdybych se já sama rozhodla, že se budu snažit tak asi ty poslechy mě zas tak moc nevaděj, a když vím, že je mám dobře, tak mě to baví o to víc. Ale nic neděláme, co by mě bavilo.

J: A ty filmy se díváte jak často?

N: Tak když se učiteli nechce nic dělat, tak se na něco díváme, třeba nějaký seriál, film nebo tak, tak jednou za měsíc.

J: A na co se díváte?

N: Je důležité mít Filipa, Romeo a Julie, Benátský kupec, nebo seriály před Vánoce a tak.

J: Co se ti líbí na tvém učiteli angličtiny a co na něm oceňuješ nejvíc?

N: Ty hodiny jsou pohodový, a já si můžu dělat, co chci, vlastně nevím, jestli se mi to líbí...takže když se potřebuju učit na jiný předmět tak můžu, ale zase když jde o známky, tak je na něm vidět, že mi vyjde vstříc

J: A co se ti na něm nelíbí?

N: Asi to že v hodině nemluví anglicky a že mu je jedno naše slovní zásoba. Myslím, že v hodinách by se měli psát písemky na slovíčka, když jsme si o ně poprosili tak řekl, že ne. A celkově když děláme ty poslechy tak řekneme A, C, B ale ani si to neodůvodníme, nic, platíme si Bridge a stejně si to nepřekládáme, řekne nám, ať si to přečteme, ale jemu musí bejt jasný, že to stejně neuděláme.

J: Jaké máš pocity, když se ho chceš na něco zeptat?

N: No hodně blbý, protože nevím, jak se ho mám zeptat, a většinou se dost stydím, protože jsem taková nejistá, ale když už se ho na něco zeptám, tak to ze mě vypadne v češtině a on mi odpovídá v češtině.

J: Dobře a jaké pomůcky pan učitel používá a jaké pomůcky tebe baví nejvíc?

N: Pomůcky? Tak maximálně to že děláme ty Bridge... workbook jsme v životě nedělali, s učebnicí... no někdy, takže vlastně jedinou pomůcku, kterou jsem u něj kdy zažila, byl ten Bridge.

J: A nějaké hry, kartičky nebo tak něco?

N: No to vůbec.

J: Pracuješ ráda sama, ve dvojici, ve skupině, nebo máš ráda, když učitel vykládá látku vám všem?

N: No tak asi když už učitel bude něco vykládat, protože ho budu poslouchat, a budu se nějak snažit. Ale když bychom byly v té skupince, tak tam asi není nikdo cílevědomej, tam nás to ani k ničemu nedonutí.

J: A pracujete ve skupinkách?

N: No když už tak ve dvojicích, ale asi se tomu „práce“ říkat nedá.

J: Je ještě něco, co bys mi chtěla říct o panu učiteli nebo o hodinách?

N: Spíš bych chtěla podotknout, že takhle by ty hodiny vypadat neměly, a že bych to chtěla změnit a nejsem jediná v tý skupině. Na druhou stranu, vím, že to je hodnej člověk, takže bych mu nechtěla ublížit. Ale myslím si, že zrovna tu angličtinu by neměl učit. Myslím si, že je dobrej v tý angličtině, že toho ví hodně, ale prostě to neumí podat.

Appendix 5

Transkripce:

J = já; U = učitel

J: Chtěla bych se vás zeptat, jaké jsou vaše zkušenosti s výukou a jak dlouho učíte na této škole.

U: Na gymnáziu učím už 12. rokem a se soukromou výukou dohromady 14 let.

J: Jak podle vás vypadá aktivizovaný žák?

U: Aktivizovaný žák? Žák, který má zájem o studium angličtiny. Tečka.

J: Co děláte proto, abyste aktivizoval žáka? Jaké pomůcky, metody a techniky používáte proto, abyste žáky zapojil do výuky?

U: Interaktivní pomůcky, počítače, tablety a plus nějaké doplňkové materiály.

J: Ty interaktivní pomůcky, co si pod tím můžu představit?

U: Interaktivní tabule, učebnice.

J: Jaké jsou důvody pro vámi zvolenou aktivizační metodu?

U: No, tak my se teďka hodně věnujeme tomu ústnímu zkoušení, to aby se připravili na maturitu, takže zbytek třídy si připraví nějaké svoje texty, nebo jim zadám práci z učebnice a taky hodně pracujeme s Bridgem.

J: Dobře, děkuju. Když jsou žáci pasivní, proč tomu podle vás je?

U: Může to být, že mají předchozí výuku špatně nastavenou nebo se jedná o koncové hodiny, nebo jsou unavení z tělocviku nebo je to prostě nebaví.

J: Máte ve třídě nějakého pasivního žáka? A jak se to projevuje, a co s nimi děláte?

U: Určitě mám, a projevuje se to tak, že nechtějí odpovídat na otázky a tak dále a práce s nimi je velmi těžká.

J: A nutíte je mluvit, nebo aby se zapojili?

U: Samozřejmě se snažím, ale někdy to prostě nejde, když nechtějí mluvit tak prostě nebudou.

J: Moc děkuju.