

Pathways to Professionalism in English Language Teaching

Pathways to Professionalism in English Language Teaching:

Reflection and Innovation

Edited by

Natalia Orlova and Christoph Haase

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CONTENTS

Preface	vii
---------------	-----

Section 1: Approaches in English Language Teaching Methodology

The Teacher's Teaching Style as an Important Factor of Interaction in ELT.....	3
---	---

Lucie Betáková and Petr Dvořák

Beyond Classroom Walls: (Dangerously) Addictive Activities for Foreign Language Learning.....	29
--	----

Jana Kamenická

Reflections on Engineers as Technical English Instructors.....	43
--	----

Eric Koenig

Preservice English Teachers: A Journey to Professionalism	51
---	----

Natalia Orlova

Student Motivations at Tomas Bata University in Zlín to Write a Master's Thesis in English.....	65
--	----

Anežka Lengálová

Abbreviations in EU Documents and Their Practical Usage in Teaching EU Jargon	77
--	----

Ivana Kapralíková

Section 2: Applied Linguistics and English Language Teaching

Quantity and Degree Modification in English & Italian Prefixes.....	93
---	----

Silvia Cacchiani

The Case of Plant Names with Animal Associations: Frames in Specialised Domains	107
--	-----

Radek Vogel

Animal Idioms in Business English.....	123
<i>Eva Maierová</i>	
Clines of Responsibility: A Differential View on Academic Text Types...	135
<i>Christoph Haase</i>	
Cameroon English Lexicology: Intelligibility in Fashion Design, Food and Tradition	151
<i>Hans Mbonwuh Fonka and Comfort Anu Akeleke</i>	
English Fricatives: Practical Teaching Ideas	169
<i>Dušan Melen</i>	
 Section 3: ELT Perspectives on Cultural and Literary Studies	
“Englishes” and Internationalisation in Italy: Teaching and Learning Challenges	183
<i>Mary Ellen Toffle</i>	
Short Communications: Narrative Identity in Ukrainian-American Literature: Teaching Strategies	209
<i>Iryna Dumchak</i>	

PREFACE

This volume represents the seventh entry in our ongoing series dedicated to current research results in English Language Teaching (ELT) and Applied Linguistics. It slightly alters the focus from previous volumes which emphasized experience with technology and the development of attitudes to the teaching process. Instead, data-driven, empirical research, takes a pivotal role. The present volume thus compiles papers which emphasize the empirically grounded approach to acquiring as well as teaching the English language. It has been my particular pleasure to invite Natalia Orlova to act as an honorary co-editor of this volume. In her career, she oversaw multiple academic as well as student projects and studies which employed a wide range of theoretical frameworks and methods. This spectrum of perspectives is reflected in the contributions to this volume - different backgrounds contribute and enhance their common objective. They are here assembled and organized by the different disciplines: English teaching methodology, linguistics and cultural and literary studies. Academic research results are the true *Pathways to Professionalism in ELT* and their *Reflection and Innovation* can be found in the following pages.

Starting with Section 1, Approaches in English Language Teaching Methodology, Lucie Betáková and Petr Dvořák discuss the impact of a teacher's teaching style on interaction within English Language Teaching (ELT) classrooms, emphasizing how it influences learning outcomes. Further, Jana Kamenická explores engaging and potentially addictive activities that can be used outside the classroom to enhance foreign language learning, pushing the boundaries of traditional teaching methods. Eric Koenig's paper examines the role of engineers who teach technical English, reflecting on their unique perspectives and challenges in this specialized area of language instruction. In what she calls *A Journey to Professionalism* for pre-service English teachers, Natalia Orlova focuses on the professional development of prospective English teachers, highlighting the process and challenges they face in becoming effective educators. The contribution by Anežka Lengálová investigates the motivations of students at Tomas Bata University in Zlín for choosing to write their master's theses in English, offering insights into academic preferences and global engagement. Similarly employing a wide perspective, Ivana Kapraliková delves into the use of abbreviations in European Union documents and how they can be

effectively incorporated into teaching the specialized language and jargon used in EU contexts.

In Section 2, Applied Linguistics and English Language Teaching, author Silvia Cacchiani analyzes how prefixes are used to express quantity and degree in English and Italian, offering insights into comparative linguistics and teaching strategies. In the following paper, Radek Vogel explores the linguistic connection between plant names and animal associations in specialized fields, examining how these relationships are framed and understood. A seamless companion piece to this is Eva Maierová's study which focuses on the use of animal idioms in business English, analyzing their meaning, usage, and relevance in professional communication. *Clines of Responsibility* are the topic of Christoph Haase's contribution which investigates varying levels of responsibility in academic text types, offering a nuanced perspective on how different text types manage and express responsibility via linguistic markers. In a varieties-based, sociolinguistic study on *Cameroon English Lexicology*, Hans Mbonwuh Fonka and Comfort Anu Akeleke examine the unique lexicology of their variety, Cameroon English, in the contexts of fashion design, food, and tradition, focusing on how intelligibility is maintained across different domains. The section closes with a practitioner's viewpoint. Dušan Melen's paper provides practical teaching strategies for effectively introducing English fricatives to learners, with an emphasis on pronunciation and phonetics.

Section 3 on ELT Perspectives on Cultural and Literary Studies concludes the volume with two papers. Mary Ellen Toffle addresses Internationalisation in Italy by illuminating the challenges of teaching and learning different varieties of English in Italy, focusing on the impact on language education. Finally, Iryna Dumchak in her brief communication discusses strategies for teaching narrative identity in Ukrainian-American literature, exploring how cultural identity is expressed through storytelling and its implications for ELT.

Finally, I would like to express my deep gratitude to Martin Holland who expertly proofread the manuscript and meticulously checked internal consistency.

Christoph Haase, August 2024

SECTION 1:

**APPROACHES IN ENGLISH LANGUAGE
TEACHING METHODOLOGY**

THE TEACHER'S TEACHING STYLE AS AN IMPORTANT FACTOR OF INTERACTION IN ELT

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The paper presents findings of the research focusing on analysing the role of the teacher's teaching style within the foreign language interactions and discourse implemented by secondary school teachers of English. The research was of a qualitative/quantitative character with the data acquired with the help of a questionnaire and a structured observation. First, the teacher-student interactions were analysed on the basis of two dimensions forming the teacher's teaching style: the teaching management and teaching relationship between the teacher and the students. The second part of the research concentrated on verbal communication and discourse within the English language interactions. The results have shown that the teacher's teaching style has a direct impact on the target language interaction and discourse. Further, it influences the effectiveness of learning and acquisition processes.

Introduction

Since interaction is generally accepted as being crucial in foreign language acquisition, it is equally important in teaching the language within the EFL (English as a foreign language) classroom. The classroom is in the centre of our attention due to the fact that both teaching and acquisition or learning take place in this social environment. Acquisition and learning are also the result of reaction between teachers and learners. In FLT (foreign language teaching), which reflects our context, it is important for the teacher to manage the interaction in the classroom so that each learner is actively involved. All learners should be given opportunity to learn through interaction (Allwright & Bailey, 1991). The classroom represents a social

arena (Dörnyei, 2009) in which the language is being acquired. This environment provides learners with a social context which facilitates learning (Littlewood, 1981; Ellis, 1994; Dörnyei, 2009).

Foreign language interaction and discourse, and consequently the whole effectiveness of foreign language teaching and learning, are significantly influenced by the main participants – teachers and students. The ELT interaction reflects the functional-communicative approach to language and communicative language teaching. From the social-psychological point of view the roles of teachers and students are asymmetric but complementary. The teacher is the leader of the educational processes (Wright, 1987; Helus 2007; Gillernová, 2016 and others).

A contemporary approach to the teaching profession works mainly with the concept of the teacher expert (Williams & Burden, 2002; Pišová, 2010; Gillernová, 2016 and others) managing a wide range of professional skills including the subject ones, in this case the target language. At the same time, the teacher is supposed to create the conditions for the optimal effective acquisition of knowledge and skills – they should be engaged not only in the content of teaching (the target language and its methodology) but also in the social milieu.

Our research described in this paper was conducted with secondary school learners, i.e. with learners in the period of adolescence. In FLT literature, the period of adolescence is seen as being crucial for learning success (Ellis, 1994; Richard-Amato, 2010; Podrápská, 2011). Moskowitz sees one of the key characteristics of adolescents in foreign language teaching in their search for identity and self-acceptance (Moskowitz, 1978). If the needs of adolescent students do not correspond with the school requirements then their motivation, interest, and performance decline, and their behaviour also changes (Eccles et al., 1993).

In the process of self-identity formation teachers play an important role, mainly within communicative foreign language teaching (Ellis, 1994; Lynch, 1996; Lee & VanPatten, 2003; Choděra, 2006; Harmer, 2007; Richard-Amato, 2010; Scrivener, 2011). Teachers become important adults, and in Vygotsky's concept they accompany pupils in the Actual Zone (1976). Pupils spend most of their time at school and their teachers are at hand (Krejčová, 2011). Positive relationships between teachers and students are sources of further development within the meaning of adequate socialisation (Vágnerová, 2000; Scales et al., 2006). Particularly in foreign language teaching students are open to their teachers and communicate very personal information to them, expecting that they will be heard and their communicative acts will be respected.

Teacher's teaching style

Teacher's social skills and teaching style

It is generally accepted that teachers' activities place demands on a wide range of teachers' professional skills of a complex character (Švec, 2002; Kyriacou, 2007). Various kinds of the teacher's activities correspond with particular skills supporting the activities' realisation. We work with a simple division of the teacher's skills into subject skills, teaching skills, diagnostic skills and social skills (Gillernová, 2013).

Kozulin stresses that modern approaches to education are influenced by social requirements typical of modern society. Students' development is influenced by formal and informal education (including the hidden curriculum). Students' learning success is not mere knowledge acquisition, but the development of general and specific cognitive strategies (Kozulin, 1998).

The cognitive strategies in the target language interactions are closely linked to social functions and social milieu, in this case the classroom environment. The teacher's social skills play a crucial role in the classroom environment where foreign language teaching and learning take place. In this case social skills are understood as "the ability to interact with other people in a way that is both appropriate and effective" (Segrin & Givertz, 2003, p. 136). The wide range of the teacher's social skills (empathy, listening, acceptance, encouragement, etc.) is reflected in their teaching style. Wright defines teaching style as a whole complex of the teachers' attitudes and behaviour used to create best possible conditions for learning. He emphasises that "Teaching style lies at the heart of the interpersonal relationship between teacher and learner." (Wright, 1987, p. 68).

Research into teacher's teaching style

As has been pointed out, researching the teacher's teaching style is not influenced only by its plurality in terminology but also by its content and methodological variety. Various theoretical approaches to teacher's teaching style can be, in accordance with literature, classified as follows:

- 1) Dichotomic approach to the teacher's teaching style. This approach comprises e.g. the well known Caselmann's model (1970) which, as one of the first, divides teachers into two opposite groups based on their relationships with their students, i.e. logotrop teachers (authoritative type of teacher) and paidotrop (prosocial type). Evans'

model (2004) is based on personal cognitive styles on the basis of which two types of educational style have been defined: global with a higher level of interaction between teacher and student, characterised by informality, flexibility and openness and on the other hand analytic style of which higher levels of management, control, formality and accuracy are typical.

- 2) Typologic approach to the teacher's teaching style. Traditional Lewin's model (1948) is based on the personality of the teacher. It describes three distinct types of teachers – dominant, liberal and democratic. The model by Fernstermacher and Soltis (2008) works with a comparison of three distinctive teaching styles – executive, facilitative and liberal – based on five central aspects of teaching: teaching methods, needs and qualities of the students or pupils, content knowledge, objectives describing the purposes of teaching and interaction between teacher and students.
- 3) Dimensional approach to the teacher's teaching style. Čáp's model works with the dimensions of teaching management and teaching relationship. Čáp (2001) understands teaching management as a form and number of requirements on the learners and their subsequent check. The author classifies teaching management into four categories: strong, weak, inconsistent, and medium. Teaching relationship, on the other hand, is perceived by the author as a key factor of the educational (teaching) interaction between the teacher and the learner, and draws a difference between positive and negative teaching relationship. Through a combination of these two dimensions, Čáp defines five types of the teacher's teaching style:
 - Autocratic style – negative teaching relationship combined with strong teaching management
 - Liberal style with no interest in the child – negative teaching relationship combined with weak teaching management
 - Inconsistent autocratic – liberal style – negative teaching relationship combined with weak teaching management
 - Kind liberal style – positive educational relationship combined with weak teaching management
 - Integrative style – positive teaching relationship combined with medium or strong teaching management. Čáp (2001)

The dimensional approach to the teaching style is also reflected in the model by Gillernová (2009; 2016) which is based on the approach by Čáp. The listed models of research into the teaching style of the teacher work with the dimensions of teaching relationship and teaching management and

thus seem to be most appropriate for researching the teaching style of teachers of English due to the strongly interactive nature of foreign language teaching. The research findings at elementary and selected secondary schools (Gillernová, 2009; 2016) show that learners appreciate most the behaviour of teachers that is characterised by strong teaching management and positive relationship. Gillernová defines the teaching style of the teacher as relatively stable characteristics of the interaction between teacher and student which is being expressed through repeated and regular aspects and quality of teacher's interaction. On the other hand, it cannot be denied that there is an advantage in the case that the teacher has acquired a range of skills and several styles for dealing with various teaching situations (Gillernová, 2013).

The findings from a whole series of research (Lidická, 2009; Krejčová, 2011; Gillernová, 2013; Hyklová, 2019; Jiang & Zhang, 2021; Loveta, Loeneto & Vianty, 2020; La'biran, 2024) point to a complicated relationship between the teaching styles of teachers and learning styles of their pupils, which can lead to the low efficiency of teaching, low motivation, and other negative aspects of the teaching practice. The results presented show very strongly the need of research into the teaching style of the teacher of English and its impact on key aspects of foreign language teaching such as classroom interaction and classroom discourse.

A comprehensive account of research results into the teaching style of teachers and its impact on classroom interaction and discourse carried out both in our country and abroad. Researchers either concentrate on research into teaching style and interaction of teachers and pupils (Mareš & Gavora, 2004; Kovačević, 2012; Mareš, 2013; Gillernová, 2016; Macko, 2018; Hyklová, 2019; etc.), or research into classroom discourse in foreign language teaching (Wooffitt, 2005; Hronová & Ježková, 2016; etc.).

A new perspective is offered by recently conducted gender-oriented research into the teaching style of teachers (e.g. Komlosi-Ferdinan, 2019). Research of classroom discourse is enriched by research aiming at more or less linguistic and conversational analysis. (Mackey, 2007; Tůma, 2015; Tůma, 2016; Lucero & Scalante-Morales, 2017; Tůma, 2018). Research into classroom interaction and discourse can be further found in work by Betáková (2010), Betáková and Dvořák (2019), Sert (2015), and Tůma (2014).

In relation to both the research mentioned above and the research presented in this article, it is important to point out that it seems necessary to take into account the specific domain of teaching of English. Teaching of a specific subject in a specific context (in this case teaching of English) is, due to its subject subculture, incomparable to the teaching of any other

subject (Grossman & Stodolsky, 1995). The research findings into the teaching styles of teachers in other subjects are not fully applicable in the teaching of English, which confirms the importance of researching the teaching styles of teachers of English and their impact on teaching interaction and educational discourse of an English language classroom.

The aims and methods of the research

In our large scale research carried out for several years, we concentrated on the importance of social skills of the teacher in the process of language acquisition and learning. The main research question concerned the impact of the teacher's teaching style on the processes of foreign language interaction, communication, and discourse on secondary school level. The ensuing research was of a qualitative/quantitative character. In this paper, though, we are going to report only on a part of the research which investigates, using a questionnaire, how pupils perceive the teaching style of their English teachers in the dimensions of teaching relationship and teaching management, both of which reflect the range of the teacher's social skills. Later on, we would like to compare the results of the survey into teaching styles of the teacher with other aspects of interaction in the foreign language classroom, to show that the teacher's teaching style has a direct impact on the target language interaction and thus on the efficiency of learning or acquisition processes on the part of the learner.

Research design

The research carried out so far has included more than 15 teachers. Due to the limited space provided by a single article we do not intend to overwhelm the reader with too much data, and thus we decided to concentrate on a detailed description of five teachers from the first phase of the research only. The sample we are going to report on in this paper consisted of five conveniently selected teachers and 64 of their pupils, all attending the most common types of secondary schools, namely grammar school (teachers A, B, and C) and vocational school (teachers D and E). Teacher A is a qualified English teacher, a female, 53 years old, 22 years of teaching practice, a non-native speaker of English. Teacher B is a qualified English teacher, a male, 29 years old, 4 years of teaching practice, a non-native speaker of English. Teacher C is a qualified teacher of English, a male, 38 years old, 7 years of teaching practice, a native speaker of English. Teacher D is a qualified teacher of English, a female, 40 years old, 16 years of teaching practice, a non-native speaker of English. Teacher E is a qualified

teacher of English, a female, 35 years old, 4 years of teaching practice, non-native speaker of English.

The classes of teachers included in the research consisted of:

Teacher A: 14 students, 6 girls, 8 boys, age 18 -19 years, English is the first foreign language, B2 level according to the Common European Framework of Reference for Languages (CEFR). Teacher B: 8 students, 7 girls, 1 boy, age 17 – 18 years, English is the first foreign language, B1 level according to CEFR. Teacher C: 14 students, 11 girls, 3 boys, age 18 – 20, English is the first foreign language, B2 level according to CEFR. Teacher D: 14 students, 10 girls, 4 boys, age 17 – 18 years, English is the first foreign language, B1 according to CEFR. Teacher E: 14 students, 12 girls, 2 boys, age 18 - 19 years, English as the first foreign language, B1 level according to CEFR.

Research into teaching styles of English teachers

Teaching styles of teachers reflect selected characteristics of teacher – student interaction (their social skills, among others). Gillernová emphasises that “social skills are crucial variables of the teacher’s teaching style” (Gillernová, 2016, p. 62).

The research into teaching styles of English teachers was carried out in cooperation with the Department of Psychology, Faculty of Arts, Charles University, Prague, through a questionnaire ‘Student about Teacher’ (for details, see Gillernová, in Mertin et al., 2016, p. 283-291). In the questionnaire students first define an ideal teacher of English (this part of the research is not the focus of this particular paper) and then reflect their real English teacher’s behaviour within two dimensions – teaching relationship and teaching management. The questionnaire is construed for students at the age of 12 and older. The questionnaire was assigned in groups by one of the authors of the paper and was filled in anonymously by the students.

The aims of the research into teaching styles of teachers are focused on: how students perceive the teaching style of their English teachers in the dimensions of teaching relationship and teaching management, both of which reflect the range of the teacher’ social skills.

Teaching relationship refers to the teacher’s positive and negative displays of behaviour (emotional characteristics such as empathy, listening, acceptance or misunderstanding of the students’ behaviour and educational needs, etc.). On the basis of a combination of positive and negative components of the teaching relationship, the questionnaire defines four types of teaching relationship: negative, inconsistent, medium (these three are marked as non_positive), and positive. On the basis of other two

components – the component of managerial requirements and the component of freedom, the questionnaire defines four types of teaching management: weak, inconsistent, medium, and strong. Educational management refers to the teacher's requirements, feedback and control. The combination of the two dimensions – teaching relationship and teaching management – forms the teaching style of the teacher. The questionnaire 'Learner about Teacher' distinguishes 6 types of the teacher's teaching styles as shown in Table 13.

Teaching relationship

On the basis of the rough score of the positive and negative components it is possible to define the teaching relationship of individual teachers, which specifies the quality of one of the dimensions of teaching interaction of the teacher and their pupils. The following tables show how the five teachers, referred to as A, B, C, D and E, were reflected within this qualitative variable. We distinguish between negative, inconsistent and medium teaching relationship which all form the non_positive category of teaching relationship. The positive relationship is shown separately. In the tables, the proportion is shown in percentage, the number in the parenthesis shows the actual number of students.

Table 1. Teaching relationship teacher A

Teaching relationship teacher A (female)	Negative	Inconsistent	Medium	Non-positive	Positive	Total
Girls	0.0% (0)	0.0% (0)	28.6% (4)	28.6% (4)	14.3% (2)	42.9% (6)
Boys	0.0% (0)	0.0% (0)	21.4% (3)	21.4% (3)	35.7% (5)	57.1% (8)
Total	0.0% (0)	0.0% (0)	50.0% (7)	50.0% (7)	50.0% (7)	100.0% (14)

If we look at the proportion of the individual types of the teaching relationship in Table 1, we will see that the number of girls who perceive the teaching relationship of teacher A as non_positive (summary of all teaching styles other than positive – i.e. negative, inconsistent or medium) is twice as many as of those girls who perceive it as positive. Boys see teacher A in a more positive light where a higher proportion of them perceive his teaching relationship as positive, those who perceive it as non_positive still categorise him in the medium category. No student perceives his teaching relationship as either negative or inconsistent.

Table 2. Teaching relationship teacher B

Teaching relationship teacher B (male)	Negative	Inconsistent	Medium	Non-positive	Positive	Total
Girls	12.5% (1)	0.0% (0)	37.5% (3)	50.0% (4)	37.5% (3)	87.5% (7)
Boys	0.0% (0)	0.0% (0)	12.5% (1)	12.5% (1)	0.0% (0)	12.5% (1)
Total	12.5% (1)	0.0% (0)	50.0% (4)	62.5% (5)	37.5% (3)	100.0% (8)

From Table 2 it can be seen that more than half of the girls evaluate the teacher's teaching relationship as other than positive, not only as medium, but also as negative. The only boy in the class describes the teaching relationship of the teacher as medium.

Table 3. Teaching relationship teacher C

Teaching relationship teacher C (male)	Negative	Inconsistent	Medium	Non-positive	Positive	Total
Girls	0.0% (0)	0.0% (0)	7.1% (1)	7.1% (1)	71.4% (10)	78.6% (11)
Boys	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	21.4% (3)	21.4% (3)
Total	0.0% (0)	0.0% (0)	7.1% (1)	7.1% (1)	92.9% (13)	100.0% (14)

Most students in this class perceive the teaching relationship as positive and one girl as medium, as can be seen from Table 3.

Table 4. Teaching relationship teacher D

Teaching relationship teacher D (female)	Negative	Inconsistent	Medium	Non-positive	Positive	Total
Girls	7.1% (1)	7.1% (1)	14.3% (2)	28.6% (4)	57.1% (8)	85.7% (12)
Boys	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	14.3% (2)	14.3% (2)
Total	7.1% (1)	7.1% (1)	14.3% (2)	28.6% (4)	71.4% (10)	100.0% (14)

From Table 4 it is apparent that the learners of this class reflect the teaching relationship of their teacher as positive, with the exception of one boy who reflects his teacher's teaching relationship as inconsistent.

Table 5. Teaching relationship teacher E

Teaching relationship teacher E (female)	Negative	Inconsistent	Medium	Non-positive	Positive	Total
Girls	7.1% (1)	7.1% (1)	14.3% (2)	28.6% (4)	57.1% (8)	85.7% (12)
Boys	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	14.3% (2)	14.3% (2)
Total	7.1% (1)	7.1% (1)	14.3% (2)	28.6% (4)	71.4% (10)	100.0% (14)

From Table 5 it can be seen that the girls perceive the teaching relationship of their teacher as less positive than the boys, with more than a third evaluating it as non_positive. In the non_positive variety medium relationship is more common, although both negative and inconsistent ones are also present. Both boys reflect the teaching relationship of their teacher as positive.

Table 6. Teaching relationship of all observed teachers

Teaching relationship (all teachers)	Negative	Inconsistent	Medium	Non-positive	Positive	Total
Girls	3.1% (2)	1.6% (1)	15.6% (10)	20.3% (13)	51.6% (33)	71.9% (46)
Boys	0.0% (0)	1.6% (1)	6.3% (4)	7.8% (5)	20.3% (13)	28.1% (18)
Total	3.1% (2)	3.1% (2)	21.9% (14)	28.1% (18)	71.9% (46)	100.0% (64)

As is shown in Table 6, 71.9% of all learners perceive the teaching relationship of their teachers as positive, whereas 28.1% of learners reflect it as other than positive. Within the non_positive relationship, the medium relationship prevails, while other types, i.e. negative and inconsistent, appear only in individual cases.

Teaching Management

Another variable that can be gained from the questionnaire data, is the dimension of teaching management. The dimension of teaching management is formed by the combination of two components – management and freedom. Teaching management can be described in four categories - weak, inconsistent, medium, and strong.

The teaching management of the five teachers studied in detail can be seen in the following tables.

Table 7. Teaching management teacher A

Teaching Management Teacher A (female)										
	Weak		Inconsistent		Medium		Strong		Total	
Girls	0	0,0%	0	0,0%	0	0,0%	6	42,9%	6	42,9%
Boys	0	0,0%	0	0,0%	1	7,1%	7	50,0%	8	57,1%
Total	0	0,0%	0	0,0%	1	7,1%	13	92,9%	14	100,0%

From Table 7 it can be seen that students perceive the teaching management of their teacher as strong, without any significant differences between girls and boys.

Table 8. Teaching management teacher B

Teaching Management Teacher B (male)										
	Weak		Inconsistent		Medium		Strong		Total	
Girls	0	0,0%	1	12,5%	0	0,0%	6	75,0%	7	87,5%
Boys	0	0,0%	0	0,0%	0	0,0%	1	12,5%	1	12,5%
Total	0	0,0%	1	12,5%	0	0,0%	7	87,5%	8	100,0%

As we can see, learners perceive the teaching management of their teacher as strong again. There are no significant differences between boys and girls, either.

Table 9. Teaching management teacher C

Teaching Management Teacher C (male)										
	Weak		Inconsistent		Medium		Strong		Total	
Girls	2	14,3%	1	7,1%	2	14,3%	2	42,9%	11	78,6%
Boys	0	0,0%	0	0,0%	0	0,0%	0	21,4%	3	21,4%
Total	2	14,3%	1	7,1%	2	14,3%	2	64,3%	14	100,0%

The teaching management of teacher C is not perceived in such a consistent manner as in the case of teachers A and B. Especially female students have different views, more than half of the learners view it as

strong, whereas almost half perceive it as other than strong, i.e. weak, inconsistent, or medium.

Table 10. Teaching management teacher D

Teaching Management Teacher D (female)										
	Weak		Inconsistent		Medium		Strong		Total	
Girls	0	0,0%	0	0,0%	0	0,0%	10	71,4%	10	71,4%
Boys	0	0,0%	0	0,0%	0	0,0%	4	28,6%	4	28,6%
Total	0	0,0%	0	0,0%	0	0,0%	14	100,0%	14	100,0%

In the case of teacher D, it is apparent that her teaching management is perceived as strong by all students irrespective of gender.

Table 11. Teaching management teacher E

Teaching Management Teacher E (female)										
	Weak		Inconsistent		Medium		Strong		Total	
Girls	2	14,3%	1	7,1%	1	7,1%	8	57,1%	12	85,7%
Boys	0	0,0%	0	0,0%	0	0,0%	2	14,3%	2	14,3%
Total	2	14,3%	1	7,1%	1	7,1%	10	71,4%	14	100,0%

The teaching management of teacher E (Table 11) is generally perceived as strong. Both boys perceive the teacher as having strong teaching management, whereas there are some differences in the perception of it by the girls. All types of teaching management are included in their evaluation – weak, inconsistent, and medium.

Table 12. Teaching management of all teachers

Teaching Management of All Observed Teachers										
	Weak		Inconsistent		Medium		Strong		Total	
Girls	4	6,3%	3	4,7%	3	4,7%	36	56,3%	46	71,9%
Boys	0	0,0%	0	0,0%	1	1,6%	17	26,6%	18	28,1%
Total	4	6,3%	3	4,7%	4	6,3%	53	82,8%	64	100,0%

From the final summary of the results of the research into the teaching management of the five observed teachers, we can see that learners perceive the teaching management of their teachers in both schools as strong. Female students show a higher variety in the evaluation of the teaching management of their teachers than male students.

Teaching Style

With the combination of the two dimensions – teaching relationship and teaching management, Gillernová (2016) determines the teaching style model. Through the combination of the two dimensions, we can describe the following six teaching styles from which each offers different conditions for the teaching (educational) interaction between the teacher and their students. The teaching styles are referred to through numbers 1-6.

Table 13. Types of teaching styles

Teaching style /teaching characteristics of teacher – pupil interaction	Positive teaching relationship	Non-positive teaching relationship
Strong and medium teaching management	1	2
Inconsistent teaching management	3	4
Weak teaching management	5	6

Based on the gained data, we have described the teaching styles of the five teachers studied in detail. In the final Table 19, we can compare the final teaching styles of all the five observed teachers.

From Table 14, it can be seen that students categorised the teaching style of teacher A only within two types – 1 and 2, both in the same proportion. There are some gender differences: both girls and boys perceived the teaching style of teacher A as being of strong management, yet two thirds of the girls still perceived it as strong but with other than a positive teaching relationship.

Table 14. Teaching styles teacher A

Teacher A				
Teaching Style		Girls	Boys	Total
		6	8	14
Positive relationship and strong management	1	33,3% (2)	62,5% (5)	50,0% (7)
Negative, medium or inconsistent relationship and strong management	2	66,7% (4)	37,5% (3)	50,0% (7)
Positive relationship and inconsistent or medium management	3	0,0% (0)	0,0% (0)	0,0% (0)
Negative, medium or inconsistent relationship and inconsistent or medium management	4	0,0% (0)	0,0% (0)	0,0% (0)
Positive relationship and weak management	5	0,0% (0)	0,0% (0)	0,0% (0)
Negative, medium or inconsistent relationship and weak management	6	0,0% (0)	0,0% (0)	0,0% (0)

Table 15. Teaching styles teacher B

Teacher B				
Teaching Style		Girls	Boys	Total
		7	1	8
Positive relationship and strong management	1	42,9% (3)	0,0% (0)	37,5% (3)
Negative, medium or inconsistent relationship and strong management	2	42,9% (3)	100,0% (1)	50,0% (4)
Positive relationship and inconsistent or medium management	3	0,0% (0)	0,0% (0)	0,0% (0)
Negative, medium or inconsistent relationship and inconsistent or medium management	4	14,3% (1)	0,0% (0)	12,5% (1)
Positive relationship and weak management	5	0,0% (0)	0,0% (0)	0,0% (0)
Negative, medium or inconsistent relationship and weak management	6	0,0% (0)	0,0% (0)	0,0% (0)

As we can see, teacher B is not perceived only as type 1 and 2 in terms of the teaching style, but also type 4. Female students provided more varied answers in this area.

Table 16. Teaching styles teacher C

Teacher C				
Teaching Style		Girls	Boys	Total
		11	3	14
Positive relationship and strong management	1	72,7% (8)	100,0% (3)	78,6% (11)
Negative, medium or inconsistent relationship and strong management	2	0,0% (0)	0,0% (0)	0,0% (0)
Positive relationship and inconsistent or medium management	3	0,0% (0)	0,0% (0)	0,0% (0)
Negative, medium or inconsistent relationship and inconsistent or medium management	4	9,1% (1)	0,0% (0)	7,1% (1)
Positive relationship and weak management	5	18,2% (2)	0,0% (0)	14,3% (2)
Negative, medium or inconsistent relationship and weak management	6	0,0% (0)	0,0% (0)	0,0% (0)

Table 16 shows that while boys see the teaching style of teacher C in a consistent way as positive with strong management, the views of the girls vary where one perceives his style other than positive with inconsistent or medium management, and two girls perceive weak management.

Table 17. Teaching styles teacher D

Teacher D				
Teaching Style		Girls	Boys	Total
		10	4	14
Positive relationship and strong management	1	100,0% (10)	75,0% (3)	92,9% (13)
Negative, medium or inconsistent relationship and strong management	2	0,0% (0)	25,0% (1)	7,1% (1)
Positive relationship and inconsistent or medium management	3	0,0% (0)	0,0% (0)	0,0% (0)
Negative, medium or inconsistent relationship and inconsistent or medium management	4	0,0% (0)	0,0% (0)	0,0% (0)
Positive relationship and weak management	5	0,0% (0)	0,0% (0)	0,0% (0)
Negative, medium or inconsistent relationship and weak management	6	0,0% (0)	0,0% (0)	0,0% (0)

The results, (Table 17) show consistent evaluation of the teaching style of teacher D from the girls' perspective in comparison with teachers A, B, and C. All girls perceived the teacher's teaching style as positive with strong management. In spite of the low number of boys in the class, it is possible to describe the assessment of both boys and girls as balanced.

Table 18. Teaching styles teacher E

Teacher E				
Teaching Style		Girls	Boys	Total
		12	2	14
Positive relationship and strong management	1	58,3% (7)	50,0% (1)	57,1% (8)
Negative, medium or inconsistent relationship and strong management	2	16,7% (2)	50,0% (1)	21,4% (3)
Positive relationship and inconsistent or medium management	3	8,3% (1)	0,0% (0)	7,1% (1)
Negative, medium or inconsistent relationship and inconsistent or medium management	4	0,0% (0)	0,0% (0)	0,0% (0)
Positive relationship and weak management	5	0,0% (0)	0,0% (0)	0,0% (0)
Negative, medium or inconsistent relationship and weak management	6	16,7% (2)	0,0% (0)	14,3% (2)

The results shown in Table 18 inform us that girls again perceive the teaching style of teacher E in a more variable way. Positive relationship with strong management again prevails, followed by non-positive relationship with strong management. Some girls, meanwhile, describe the teaching style as type 6 or 3.

From the results presented in Table 19, it is apparent that most students reflect the teaching style of their teacher of English as positive in terms of teaching relationship, with strong management. About one third of learners perceive it as one with other than a positive relationship, but strong management. Girls, in comparison with boys, perceived other teaching styles, namely types 3, 4, 5, and 6. It is quite surprising that more than a third of the boys participating in the survey reflect the teaching style of their teacher as other than positive with strong management.

Table 19. Teaching styles of all observed teachers

Teaching Style	All observed teachers			
	Girls		Boys	Total
	12	2	14	
Positive relationship and strong management	1	58,3% (7)	50,0% (1)	57,1% (8)
Negative, medium or inconsistent relationship and strong management	2	16,7% (2)	50,0% (1)	21,4% (3)
Positive relationship and inconsistent or medium management	3	8,3% (1)	0,0% (0)	7,1% (1)
Negative, medium or inconsistent relationship and inconsistent or medium management	4	0,0% (0)	0,0% (0)	0,0% (0)
Positive relationship and weak management	5	0,0% (0)	0,0% (0)	0,0% (0)
Negative, medium or inconsistent relationship and weak management	6	16,7% (2)	0,0% (0)	14,3% (2)

Discussion of the findings of the research into teaching styles of English teachers

In concordance with previous research studies (Krejčová, 2011; Gillernová, 2016), the findings of the research show that students prefer strong teaching management. Secondary school students require their teacher of English to provide them with enough tasks to meet their educational needs. They also prefer English lessons with clear aims, structure, and control. Students prefer teachers innovating their teaching methods and satisfying their desire to learn the target language. The results for all analysed teachers in our research in the dimension of teaching management are similar. 92.9% of pupils perceive the teaching management of teacher A as strong, 87.5% for teacher B, 64.3% for teacher C, 100% for teacher D, and 71.4% for teacher E. On the basis of statistical calculations, teaching management of all analysed teachers is perceived in total as strong irrespective of their gender.

The dimension of the teaching relationship of the analysed teachers is perceived by the students with distinctive differences. Although the students, according to our previous research, require a positive teaching relationship with encouragement, support, praise, acceptance, and other positive displays of the teacher's behaviour, not all of their English teachers satisfy their requirements and needs. 50% of students perceive the teaching relationship of teacher A as positive and 50% as medium. 50% of students

perceive the teaching relationship of teacher B as medium, 37.5% as positive, and 12.5% as negative. The most positively is the perceived teaching relationship of teacher C: 92.9% of students perceive it as positive, and 7.1% as medium. The teaching relationship of teacher D is perceived similarly: 92.9% students perceive it as positive, 7.1% students perceive it as inconsistent. 71.4% students perceive the educational relationship of teacher D as positive, 14.3% as medium, 7.1% as inconsistent, and 7.1% as negative. On the basis of statistical calculations, the teaching relationships of teachers C, D, and E are in total perceived as positive, and the teaching relationships of teachers A and B are perceived as medium.

On the basis of the two described dimensions – teaching management and teaching relationship, teaching styles of the analysed teachers can be defined. The teaching style of teachers C, D, and E can be characterised by a positive teaching relationship and strong teaching management (type 1), whereas the teaching style of teachers A and B can be characterised by a medium teaching relationship and strong teaching management (type 2).

Influence of teachers' teaching styles on selected aspects of classroom discourse

In the last part of this paper we wanted to show how the teaching style of the teacher, construed by the two dimensions of teaching relationship and teaching management, influences other aspects of classroom discourse which were the focus of our attention; especially the ways teachers interact with their students within English language teaching. We concentrated on the individual moves of the teachers and learners within the classroom discourse, and studied their initiations with specific emphasis on questions. Apart from that, we looked at answers by either students or teacher and their feedback. To study these aspects we used a 10 minute long sequence of the lesson that was richest in interaction (with the highest number of communication turns between the teacher and the pupils), i.e. an interactional sequence. The 10 minute long interactional sequence was used in accordance with Pelikán and his Typological Interaction Analysis (2011), as it reflects the most intensive period of interaction between the teacher and the pupils and is not influenced by low teacher/pupil interaction activities in the process of the lesson (individual work, reading and others).

Findings of the research into the above mentioned crucial aspects of ELT discourse are shown in Table 20.

Table 20. Discourse analysis

Aspects of classroom discourse / Teacher	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Communication turns	100	92	93	52	68
Teacher's initiations	36	34	29	17	29
Pupils' initiations	0	0	3	6	2
Teacher's questions	58	50	19	13	33
Pupils' questions	0	0	2	6	2
Pupils' answers	47	46	45	21	31
Teacher's answers	0	0	1	5	2
Teacher's feedback	47	42	36	15	31
Pupils' feedback	0	0	1	2	0

As far as the teacher/student ratio and the types of interaction are concerned, we can observe that all the five sequences of the lessons possess similar features. One of the aspects that can be seen at first sight is the dominant role of the teacher in the discourse. In this respect, all five interactional sequences represent the traditional structure of interaction referred to as IRE or IRF (Cullen, 2002) where the teacher initiates, allocates turns, students respond, and the teacher provides feedback. Whereas in the lessons of teachers A and B there were no occurrences of pupils' initiations, in the lessons of teachers C, D, and E there were several pupils' initiations marked. It is also evident that the communication at grammar school (teachers A and B) is more dynamic than that at vocational school due to a much higher number of communication turns.

The research has brought very interesting and, for teaching practice, useful findings concerning the issue of questions in ELT classroom interaction. Although the number of teachers' initiations in the lessons of the teachers is quite balanced, the number of their questions is significantly different. It is particularly striking that teacher A asked 58 questions within 36 initiations within the teaching sequence of 10 minutes. This amounts to almost 6 questions per minute. Similar figures are for teacher B. Another interesting fact is that teachers A and B had to ask more than double the number of questions to elicit the same number of answers from pupils as teacher C. Fewer teacher's questions and more pupils' answers means that the teacher gives pupils more time to think and formulate their answers. It

also shows that more than one pupil reacts to the teacher's question, which means more target language speaking opportunities for more pupils.

As far as the teacher's feedback is concerned, the comparable number of pupils' answers with the teacher's displays of feedback shows that teachers provide their pupils with feedback, at least as the quantity of the feedback is concerned. The quality of the teacher's feedback, as well as other aspects of classroom discourse (types of questions, for example), were analysed in the research but cannot be presented in this paper due to its limited length.

The findings of the research show that the pupils in the lesson sequences of teachers C, D, and E did not hesitate to ask their teachers questions. Moreover, the pupils of teachers C and D provided their teachers with feedback to their questions.

The research also analysed the teacher/pupil talk ratio and English/mother tongue ratio. For this part of the research a VIP computer program developed by the Department of Psychology of Faculty of Arts, Charles University, Prague was used, which enabled the precise marking not only the quantity of selected phenomena, but also their length.

The study of the use of the target language and the mother tongue shows that teacher B and C did not use Czech at all. In the interactional sequence of teacher A there were 3 occurrences of Czech (the teacher translated 3 English words into Czech). Teacher D used Czech 5 times (3 times for word translation and 2 times for giving instructions). Teacher E used Czech 6 times (she translated 2 English words and 4 times gave instructions in Czech). To summarise the findings, it is positive to state that the total English/Czech ratio of each individual teacher in the analysed 10-minute interactional sequence did not exceed 4% of communication in Czech.

Table 21. Time of verbal communication in the target language

Participants / Discourse	Discourse A	Discourse B	Discourse C	Discourse D	Discourse E
Teacher	0:07:08	0:06:45	0:05:15	0:02:19	0:04:06
Pupils	0:01:06	0:01:46	0:02:37	0:01:15	0:00:57
Total	0:08:14	0:08:31	0:07:52	0:03:34	0:05:03

As far as the teacher/pupil talk ratio is concerned, Table 21 shows the dominant role of the teacher in the discourse of all five lessons. The figures in Table 5 show the amount of verbal communication in the target language realised by the teacher and the students in the 10-minute interactional