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Thesis

**APPROACHES TOWARDS BILINGUAL
EDUCATION DURING DISTANCE TEACHING**

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Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

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ABSTRACT

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The thesis deals with approaches towards bilingual education. It provides an insight into how bilingual education at a Czech-Spanish bilingual programme was conducted during distance teaching. It inquires into whether and how the teaching methods' choice with respect to individual student needs, needs and motivation when language learning were affected. The theoretical part also provides definitions of bilingual education, its types and application not only in the Czech school system. The research conducted is described in the thesis' second part. It was realized by means of a questionnaire serving as a semi-stage to a further in-depth interview. The research suggests that methodological choices and the respondents' approaches must have been adjusted to distance teaching. Its effect on student needs and student motivation resulted in the suggested curriculum adjustments for the following year.

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I. INTRODUCTION

The thesis is aimed at exploring approaches towards bilingual education; specifically, approaches towards bilingual education during distance teaching are inquired into. It was chosen as the topic as I wanted to explore its specifics and possibilities of its realization, since I have always been interested in how to approach towards bilingual students and their education. Moreover, because of the present-day increase of bilingualism or multilingualism, the findings may be beneficial for a further professional development as a language teacher.

The chapter Theoretical Background provides definitions of bilingual education viewed upon from different perspectives. Moreover, it covers the description of means of its realization within the context of the Czech education system, since the thesis is concerned primarily with its application in a Czech grammar school. As for its realization, certain principles and conditions should be met; these general principles are involved and specified in detail further in the theoretical part of the thesis, and its initiation in the Czech education system and types are distinguished.

Furthermore, the theory tied to the research questions is included. Particularly, definitions and approaches towards the teaching methods' classification are stated, as the choice of teaching methods with respect to individual student needs is examined in the practical part of the thesis. Considering student needs, the theory linked to their definition, types and importance in the learning process is explored, as it serves as a foundation for the second research question regarding the needs addressed by students during online classes. Apart from students' needs, motivation is examined. Due to the circumstances of a state of emergency linked to the global pandemic, the only means of exploring approaches towards bilingual education was via online teaching. Thus, the theory regarding principles of distance teaching is included to frame the complete theory relevant to the research questions. The reason for exploring these research questions was to examine how language learning at the bilingual programme was approached regarding teaching methods and inquire into whether and how the students' needs and motivation were affected during distance teaching.

The methodology of the research is described in the chapter Methods. The research questions, participants, tools, participants and context, and procedures are explored in detail to specify how and why the research was carried out.

The research results are presented and commented on in the chapter Results and Commentaries. The findings are interpreted in the order of the research questions. The following chapter is focused on the pedagogical implications and limitations of the research; possible further studies in this field are suggested. Eventually, the research key findings are summarized in the final chapter called Conclusion.

II. THEORETICAL BACKGROUND

The topic of the thesis is approached towards bilingual education. The theoretical background identifies the areas to be explored in order to set a theoretical foundation for the research; particularly, it provides a definition of bilingual education viewed upon from different perspectives. Moreover, it covers a description of means of its realization and types of bilingual education within the context of the Czech education system, since the thesis concerns its application in a Czech grammar school. Furthermore, the theory concerning the research questions about teaching methods, needs and motivation when learning is included to frame the complete theory relevant to the topic examined.

Bilingual Education

Bilingual education is viewed upon from various perspectives; this part provides its possible definitions perceived by chosen authors. These were both foreign and Czech authors in order to frame its definition from a broader, more general context (different definitions of it with respect to its kinds and purpose) to the narrower context (how is it defined and perceived within the Czech education system, as it is the subject matter of the thesis).

According to Wright et al. (2015), bilingual education is defined as “the use of two languages for learning and teaching in an instructional setting” (p. 1). On the contrary, Baker (2001) claimed that its definition may be interpreted better when taking into account particular types of it, since determining its concise unitary definition is rather complicated, due to the fact that it differs with respect to its kinds. Thus, one possible perspective may be from the origin and the use of the language- whether the language applied is the language used at home or whether it considers the curriculum language of the particular school.

Moreover, it may depend on the use of the languages of the group of people tied to the school's location, the importance of the languages with respect to the region where the school is located or the global use and prestige of the languages. On the contrary, another possible approach or criterion for its classification is based on what is bilingual education aimed at supporting or developing in case of student skills and competencies.

For such purpose, the distinction is drawn between maintenance and transitional bilingual education. As for the first type, its definition is determined by trying to support the child's minority language, building a sense for their own culture, promoting their identity and the awareness of their ethnicity within the country. This model may be further divided into static maintenance and developmental maintenance bilingual education. On the one hand, the static maintenance model is aimed at retaining the same language skills and proficiency as when students initiated the education. On the other hand, the developmental maintenance model, as the term itself indicates, aims at improving the initial skills and supports further development towards mastering the minor language. This model may be sometimes referred to as enrichment bilingual education. The latter mentioned type-transitional bilingual education, emphasizes the promotion of the language spoken at home to become dominant with the necessary condition of being assimilated to the culture where the dominant language is spoken (p. 192).

Furthermore, according to Baker (2001), the principle or definition of bilingual education is not necessarily tied to the equal use of two languages while learning at school-rather, the particular purpose of bilingual education should be stated and based on this purpose, the concrete definition may be underlined. Besides the previously mentioned reasons for its implementation to the school's curriculum, other purposes may concern the promotion of multiculturalism or multilingualism, enabling people to communicate and unite despite their different mother tongues or understanding language or cultural differences as such (p. 193).

Similarly, García et al. (2017) agreed with various perceptions of bilingual education claiming that these perceptions have been changed and discussed from various viewpoints by linguists during the present century. As for its traditional concept, which suggests that it signifies the condition when two languages are used in education in the classroom, or with respect to promoting language competencies and skills in students who use a minor language of the society in order to improve the dominant one (p. 2). This traditional approach has been

enriched and extended for its different perception, and that is “the use of diverse language practices to educate” (García et al., 2017, p. 2). Additionally, García and Beardsmore (2009) mentioned that its definition is often misinterpreted due to its complexity; it is important to emphasize it differs from regular teaching of a foreign language- when the language is taught as a subject. When taking into account bilingual programmes, the foreign language is used for giving instructions and teaching the subject’s content and thus supporting the awareness and tolerance of a different language as well as culture (p. 26). Moreover, García and Beardsmore (2009) claimed that the specificity of bilingual education is based on the enrichment concerning the adoption of various cultural patterns and tolerant approaches towards diverse life situations, rather than only a simple acquisition of foreign languages in which education is conducted (p. 27). In conclusion, when considering its definition within the Czech education system, it is defined as education aimed at developing students’ communication competencies in a language different than a mother language (Průcha et al., 2013, p. 29).

Principles of Bilingual Education

For bilingual education to happen, certain principles need to be met. According to Švermová and Nečasová (2011), one of these principles emphasizes that the development of so-called mixed language should be avoided; this would mean that none of the two languages is well acquired. Another key principle of bilingual education is creating a positive approach towards bilingual teaching of the specialized subject; this principle works on the presumption that teachers are able to create a suitable and safe climate for learning and conditions that motivate students to learn. Moreover, when considering motivation, teachers should also provide students with sufficient emotional support while learning. When suitably chosen motivation tools together with emotional support are provided, languages may be acquired easier. Besides these previously stated principles, teachers should also emphasize the positive social prestige of the languages.

Furthermore, when considering principles emerging from the differences in the L1 and L2, students’ age plays an important role as it determines the choice of the methods and their effectiveness. In the process of L2 acquisition, students have some knowledge from L1 and this knowledge is consciously or unconsciously applied when learning other foreign languages. Another principle is that the milieu has a more important role in L2 acquisition

than in terms of L1 because of its newness and unfamiliarity. Thus, it is crucial for teachers to take these principles into account (p. 25). Moreover, Wright et al. (2015) emphasized that one of the essential principles for making bilingual education effective is taking into account the fact that it is viewed upon differently by speakers of the major language. For them, bilingual education supports the development of respect for diverse cultures and contributes to the development of communication or presentation skills. When considering speakers of the minority language, for them, bilingual programmes often signify the results of the political striving for more independence and they may be used as means of supporting and promoting a particular community and its language in order to obtain more prestige. Therefore, these two viewpoints on bilingual education's different aims should be considered when stating its principles (p. 205). In other words, the role of the particular types of bilingual programmes with respect to the society where they are implemented and their suitable and conscious choice determine the effectiveness of bilingual education (Wright et al., 2015, pp. 219-220).

Furthermore, it is crucial to take into account that when considering a didactic or methodological aspect of bilingual education, both content and form matter - if they are well-combined. This principle of the well-combined or balanced use of both content and form can lead to language acquisition as well as gaining knowledge of the technical subject. Moreover, it should be emphasized that the result of the bilingual teaching process should be the acquisition of the content; even though language is perceived as means of attaining this content acquisition, it is cultivated at the same time as well. However, this language cultivation should occur with respect to the content acquisition. Therefore, when taking into account didactics of bilingual education, these two aspects should be combined well in order to make bilingual teaching effective (Švermová & Nečasová, 2011, p. 26). Moreover, as suggested by Wright et al. (2015), many bilingual programmes work on the principle that monolingualism is perceived as a normative concept. Based on this presumption, a home language is promoted in the classroom, and the purpose is mainly to support the language that dominates in the society via increase of speakers who speak one language only. On the contrary, other concepts of bilingual education try to avoid this monolingualism theory and work on the principle that both languages should be equally cultivated and developed to support the same competencies (p. 206).

In conclusion, when considering other principles or conditions that determine the realization of bilingual education, the creation of a specific curriculum is required, as bilingual education differs from regular foreign language or technical subject classes in terms of numbers of classes taught, different content and output. Therefore, it is necessary to use different teaching materials or aids which consider both objectives aimed to be attained in the subject with respect to its content and language competencies. Moreover, not only curriculum but also qualified teachers belong to necessary conditions for bilingual education to happen. The condition for their qualification is both language proficiency and excellent knowledge of the subject taught (Švermová & Nečasová, 2011, pp. 28-29).

Bilingual Education in the Czech Education System

The thesis is aimed at depicting approaches towards bilingual education in the context of the Czech education system. This part provides theoretical background of the realization of bilingual programmes in Czech schools.

According to Novotná (2013), bilingual education initiated in the 1990s. Its outset is dated between 1990 and 1995. Similarly, Švermová and Nečasová (2011) mentioned the implementation of the model with a later commencement of bilingual education with a prior intense language preparation in the postcommunist era. Furthermore, it is emphasized that this model was chosen for its realization in the context of the Czech school system as there are different forms of bilingual education within middle European education. The reason for its choice was due to suitable conditions for its implementation with respect to the legislation, school staff and organization aspects (pp. 33-34). Novotná (2013) claimed that it was initially carried out in the form of five-year-study programmes in four schools across the Czech Republic, and the only possible language was French. Švermová and Nečasová (2011) further specified the programme stating that in the first year of study, students had an increased number of foreign language lessons per a week, approximately twenty, and in the second year, teaching of the particular subjects taught in the language acquired during the first year of the very intense preparation commenced. When considering the number of subjects taught, it differentiated from three to six. The most common subjects taught were chemistry, biology or geography (p. 34). Since 1996, bilingual education has been organized in the form of six-year-long study programmes at twelve schools across the country. The

possibilities of the languages studied were broadened to English, Italian or Spanish. In terms of the nature of programmes, generally aimed programmes when students were taught a few general subjects in a language different than L1 were promoted (Novotná, 2013). Furthermore, taking teachers' qualification into account, foreign teachers had to prove enough competence to teach particular subjects. On the other hand, Czech teachers had to pass language proficiency exams and methodology courses, which were the part of study-abroad programmes organized by partner schools appertained to particular Czech schools (Novotná, 2013).

Moreover, Švermová and Nečasová (2011) claimed that after a pilot five-year-long study programme; bilingual programmes became six years long. As a result, the intense language preparation for the bilingual study itself was spread in two years; the number of subjects taught in foreign language was adjusted and some subjects, for instance, history, were taught partially in L1 (p. 34). Nevertheless, despite the fact that bilingual grammar schools were integrated into the education system, the experimental status of these specific forms of education was emphasized. Hence, the option to adjust them has been retained (Švermová & Nečasová, 2011, p. 34).

Types of Bilingual Programmes in the Czech Education System

According to Švermová and Nečasová (2011), when considering types of bilingual programmes within the context of the Czech education system, early bilingualism is distinguished as one of the realizations of bilingual education. Even though, bilingual programmes are primarily initiated in adolescent years, there are programmes aimed at acquiring a second language in preschool education. Due to the fact that the Czech Republic borders with German speaking countries; the conditions for the implementation of these programmes are supported, as mutual contacts in border areas are significant. Furthermore, there are also enough qualified teachers in German. Thus, conditions for mutual contacts and learning German since an early age are felicitous. These early bilingualism programmes are realized in preschool education as well as in the first years of study at primary school; mutual interactions of Czech and German students and intercultural awareness lead to unconscious foreign language acquisition combined with the perception of specifics of another culture.

Such projects are realized predominantly in border areas with partner schools from neighbouring countries (pp. 38-39).

Another realization of bilingual education is through bilingual sections or classes of grammar schools across the Czech Republic. These bilingual classes were realized in lower grammar schools and initiated with the cooperation of foreign countries, for instance, Belgium, France, the UK, Austria or Germany. Their realization is dependent on the syllabus of foreign partner schools, and school-leaving examination is also realized with the help of institutions of these partner schools. The concept is based on the model of a later initiation of teaching of subjects in a foreign language with a prior intensive language preparation (Švermová & Nečasová, 2011, p. 41). Furthermore, Švermová and Nečasová (2011) stated that these six-year-long bilingual programmes differ from general grammar schools in various ways. First, via the increased amount of foreign language classes and teaching the selected subjects in the foreign language, students develop their communication competencies in both common and technical vocabulary. Moreover, they learn about culture, behaviour patterns and the mentality of the country where the language is spoken. This cultural awareness is also contributed by the presence of native speakers. Second, when concerning school-leaving examination, students are taught the subjects in the foreign language in a way that corresponds with a curriculum and education standards of the foreign country where the language is native. Therefore, the school-leaving exam usually consists of the examination in more subjects than when it comes to general grammar schools across the Czech Republic (pp. 42-43). Similarly, Průcha et al. (2013) mentioned that bilingual classes are incorporated to curricula of alternative schools or grammar schools with bilingual teaching programmes where all or only particular chosen subjects are taught in a foreign language. Furthermore, the most common languages in which teaching is realized - English, German and French, less frequently in Spanish or Italian were mentioned (p. 29).

In addition, Benešová and Vallin (2015) claimed that bilingual schools predominate mainly in a private sector, since for the realization of bilingual programmes, a significant number of native speakers as teachers is needed, which brings a certain limitation of its implementation. Moreover, the accreditation by the Ministry of Education is required for their implementation (p. 16).

Teaching Methods

The practical part of the thesis is aimed at the teaching methods chosen by the teachers during online classes regarding the students' individual needs when learning Spanish. In this section, the definition of teaching methods is described. It is crucial to emphasize that there is no unitary definition of teaching methods; they are defined, classified and approached from various viewpoints by different authors.

Skalková (2007) defined teaching methods as ways and intentional sequence of actions that lead, when performed in cooperation of a teacher with students, to the fulfilling of lesson's objectives (p. 181). By contrast, Scrivener (2011) defined a method as "a way of teaching which is dependent on a teacher's approach; what they believe about what language is; how people learn and how teaching helps people learn" (p. 31). Thus, the choice of the methods is dependent on various factors. According to Petty and Foltýn (2013), these factors may include the consideration and good knowledge of students and their strengths and weaknesses and a particular aim and use of the chosen methods in praxis. Particular teaching methods are chosen based on the lesson objectives and the level of the students' knowledge and abilities. When mentioning the students themselves, a teacher should also consider their preferences. In other words, knowing the students, their needs and their level of proficiency is crucial when a teacher wants to choose appropriate methods to make learning happen. Students tend to prefer the active engagement and the possibility to be creative while learning rather than the passive engagement. Moreover, classroom equipment and materials should be taken into account when deciding about their choice (p. 144). Skalková (2007) agreed with the importance of considering the actual equipment available in schools or classrooms when setting suitable methods for the lessons. Furthermore, the level of the teacher's experience was emphasized as one of the crucial factors. A teacher who is a beginner chooses different methods than a more experienced one (p. 183). Eventually, Scrivener (2011) emphasized the consideration of the lesson's content, rapport with the students and assessment when deciding about the appropriate methods for lessons (p. 31).

Classification of Teaching Methods

For the purpose of the practical part, several methods were chosen to examine. As well as the various approaches towards methods' definition, their classification also varies. A fundamental classification was stated by Skalková (2007), who provided distinction from

various aspects dependent on the factors stated in the section above. From the point of view of didactics, verbal methods, such as- monologue methods - lecture, exposition, explanation; dialogue methods – interview, dialogue or discussion; methods of written papers – written exercises, compositions and methods of coursebook, book, text materials use were classified (p. 184). Similarly, Petty and Foltýn (2013) mentioned methods, such as, using textbooks, dictation, copied materials, whiteboard or overhead projector or taking notes in their classification (pp. 204-207). Skalková (2007) further stated methods from the psychological aspect, dependent on the engagement and autonomy of the students, such as, discourse methods, individual study, research and problem-solving methods (p. 185). From the point of view of the organizational aspect, Skalková (2007) classified methods combined with organizational forms and teaching methods combined with materials and teaching aids (p. 185). Eventually, frontal teaching, group and cooperative teaching, individualized teaching, the system of differentiated forms applied in the realization of the projects and integrated teaching units and homework or individual work were distinguished (Skalková, 2007, p. 220).

On the contrary to this fundamental classification, alternative or innovative methods are distinguished. Zormanová (2012) referred to alternative methods as innovative methods. Among these alternative methods can be classified activation teaching methods, such as, a method of discussion, situational method, production method, a method of problem solving, didactic game and other methods marked as complex teaching methods, for instance, group and cooperative teaching, in-pair teaching, individualized teaching, critical thinking methods, project teaching, open teaching, in-life-situation teaching methods, superlearning or computer-based learning. In other words, methods that aim at supporting students' active participation and production during classes (p. 55).

Similarly, Skalková (2007) distinguished activation methods, referred to as methods based on the interactive aspect, such as, discussion, situational, production, specific methods and didactic tests (p. 185). Moreover, further interactive methods, for instance, interactive frontal teaching using the PAR (present–apply-review) method, feedback - formative assessment, self–assessment, graphic demonstration such as mind maps were included (Petty & Foltýn, 2013, p. 146).

When considering particular stages of the lesson, it is essential to mention methods suitable for the initial and closing part of the lesson. Scrivener (2012) emphasized the

importance of their consideration and referred to them as icebreakers, lead-ins or warmers (p. 246). On the one hand, he distinguished between so-called noisy starts to the lesson, for instance, discussions, pair-work speaking activities, mingle tasks. On the other hand, he recommended quiet starts, such as, storytelling or puzzle as possible methods to choose to make students actively participate in the lesson's beginning (Scrivener, 2012, p. 249). An appropriate choice of methods for the lesson's start is as much important as an adequate choice for its end. Scrivener (2012) mentioned some methods suitable for teaching response. Board sentences are realized when the feedback is provided through the reflection sentence completion by the students. Quick individual reflections involve a particular feedback on teaching given by the students; a pair or group buzz concerns spontaneous questions connected to students' subjective perception of the lesson that are asked. Another possibility suggested may be a reflection against a syllabus, which is aimed at the evaluation of the particular lesson stages based on the students' weak and strong points. Eventually, a pair/group letter to the absent students that summarizes the lesson content for the students who could not participate in classes is mentioned. Alternatively, social networks or online platforms can be used to provide this feedback (pp. 285-286).

The choice of methods for classes depends on various factors, from teachers' professional experience, course content, classroom equipment to students' knowledge, abilities and needs while learning. When referring to needs, the following section concerns their definition and types.

Student Learning Needs

For learning to happen, it is crucial to take into account the students' individual needs. According to Mareš (2013), a need was defined as an urgency to obtain something missing, pleasing or get rid of something redundant, bothering. Needs arise when the inner balance or the external relations are disrupted. They can be either fully satisfied, partially satisfied, or completely unsatisfied, when frustration happens (p. 253). In addition to this definition, Schneiderová (2003) stated that needs express a condition of the organism's instability, the necessity to gain or get rid of something. They are feelings of a deficiency or redundancy that urges us to satisfy these needs (p. 27).

Cognitive Needs

Significant needs for learning to happen are cognitive needs, performance needs and social needs. Cognitive needs, which are crucial in the learning process, are considered the most important conditions for students' motivation when learning, as human beings have a natural tendency to get to know the unknown and learn about and recognize things that surround them. They are of two types - receptive and creative. Receptive motivational types prioritize receiving complete information. On the contrary, creative or productive motivational types emphasize deduction of knowledge by revealing or problem-solving methods (Schneiderová, 2003, p. 27). In addition, Mareš (2013) emphasized that cognitive needs, especially needs for getting to know new information, searching for and solving problems, are among the most important factors for students' motivation when learning (p. 110).

Performance Needs

Another type of needs when taking into account learning is performance needs. According to Mareš (2013), performance needs include a level of a student's aspiration and experiencing success and failure while learning (p. 110). Experiencing success and failure while learning is connected to evaluation; not only in terms of the evaluation of particular performances by others but also when considering the evaluation of oneself. Therefore, performance needs are closely related to social needs because students' performances determine how they are accepted by their classmates. They can be classified in two categories - a need for a successful performance and a need to avoid failure (Schneiderová, 2003, p. 27).

Social Needs

When considering social needs, they are defined as needs for positive interpersonal relationships, concerns of rejection by people, or needs for having a certain influence (Mareš, 2013, p. 110). Considering motives in learning, social needs play an essential role as humans are social beings whose performances determine their acceptance by their social group. Therefore, for some learners, they are fundamental motives for their learning. The needs of affiliation and prestige are significantly manifested in learning. The affiliation need leads to

cooperative behaviour because students learn in order to be in favour of their social group. The prestige need leads to dominant and competitive behaviour when a student learns in order to excel. To conclude, social motivation is not primarily focused on learning or its results. Performances are means of satisfying relational social needs. (Schneiderová, 2003, p. 28).

Deficiency and Growth Needs

Besides cognitive, performance and social needs discussed in the above part, for learning to happen other types of motivation are crucial. Mareš (2013) mentioned another possible viewpoint of needs; they are classified as deficiency and growth according to Maslow's theory. On the one hand, the physiological need, the need of safety and assurance, the need of love and togetherness and the need of self-esteem are classified as deficiency needs. On the other hand, growth needs are specified as the need of knowledge and understanding, the aesthetic need and the need of self-actualization - the need of developing one's personality, which is the highest placed in this category (p. 254). It should be emphasized that for a teacher, it is important to observe students' reactions and behaviour during classes, as they may signify that the specific needs are not satisfied and they may face difficulties when learning. For instance, the students' concentration may be lower if their physiological needs are not satisfied. When they experience some abusive treatment by a teacher or classmates, their needs of safety and self-esteem may be imperilled. In case of a longer isolation from other classmates, students' need of togetherness may be unsatisfied (Mareš, 2013, p. 254). In conclusion, as stated above, considering student needs when learning is one of the most important factors in a learning process; not only students' needs but also motivation, which is discussed hereinafter, belong among the factors determining the learning process.

Motivation

The research question is focused on what needs the students addressed towards the teachers when learning Spanish. Along with needs, it is also crucial to take motivation into account, as it is one of the key factors for language learning.

Mareš (2013) claimed that motivation is connected to human needs, time, hopes, expectations, goals, performances, self-esteem, interest in captivating objects and searching for the reasons for success or failure. In addition, one of the possible viewpoints of motivation is that people act in order to satisfy their specific needs (p. 252). As Brown (2006) emphasized, in the process of second language learning, motivation is one of the underlying factors that determine students' success or unsucess (p. 168). In other words, motivation as such is a complex of factors that determines person's behaviour and experience. A motivated behaviour is always a result of the person's interaction and the milieu- internal inducements and external incentives. On the one hand, internal inducements are classified as personal needs, attitudes, interests and values; they are determined by personal qualities and individual perspectives. On the other hand, external incentives are defined as the objectives aimed to be attained. External incentives in learning are usually assessments in forms of grades, praise or punishment. The role of a teacher is crucial when considering external motivation as the teacher chooses a way in which the lesson's objectives are presented. It should be done in a way to make students engaged and provide them with support while learning (Schneiderová, 2003, p. 24). According to Brown (2006), there is a distinction between three perspectives of motivation. First, behavioural perspective is defined as the need for a positive merit; students behave in order to be rewarded for their performances and further acclaimed. Second, when considering cognitive aspect, students tend to behave based on their decisions, aspirations and mainly needs that motivate them to achieve the goals they set. Third, the constructivist view is distinguished; this perspective on motivation is determined by the environs and the acceptance of the individual by it. Students may learn in order to acquire particular knowledge that is appreciated in the society they live in (p. 169).

Schneiderová (2003) distinguished a short-term and long-term motivation which is dependent on how long the motivation is effective and on the distance of the aim that is to be achieved. Additionally, based on its incorporation into the learning process, there is a distinction between initial, continuous and final motivation. According to motivation results, positive and negative motivation are distinguished (p. 25). Among the further factors affecting motivation were categorized a newness of the situation, tendency to a task's completion, success and failure, praise, punishment and social factors such as, collective activity, positive relations, cooperation, competing and prestige (Schneiderová, 2003, p. 26).

Eventually, when considering a second language acquisition exclusively, Brown (2006) distinguished two tendencies when it comes to motivation - instrumental and integrative orientations. In praxis, instrumental orientation in motivation is described as a tendency to acquire a second language in order to benefit from this knowledge when it comes to further profession or contribution to the society. On the contrary, integrative orientation is aimed at acquisition of the second language in order to assimilate to the culture where the language is spoken and be included in the community of speakers of this language (p. 170).

To sum up, motivation may be viewed from different aspects; dependent on whether students learn for themselves or are motivated by classmates or social groups they belong to, on lessons' objectives that should be attained or students' personalities. Furthermore, the role of a teacher should be emphasized, since they create conditions for keeping students motivated to attain lessons' objectives.

Distance Teaching

The research examines the methods' choice while learning at the time of distance teaching and how it affected the individual students' needs while learning. Therefore, specifics of distance teaching with respect to its counterpart – a contact form of teaching, are provided in this section.

Telnarová (2003) noted that the increasing popularity of distance teaching is caused by the more frequent use of information and communication technologies and requirements for a lifelong study (p. 11). When comparing distance teaching with its counterpart – a present form, traditional is a present form. It is defined by a present contact of the students with a teacher when the students attend the classes and actively participate in them on a daily basis. This form of study is considered ideal and its advantages are indisputable. However, in some instances, it is impossible for the students to attend regular classes. The reasons for this may differ - from people dealing with some health issues or disabilities that prevent them from a personal contact to people who work at the time of the classes or are distant from home or a longer. (Telnarová, 2003, p. 14).

Všetulová (2005) stated conditions to be met in order to make distance teaching effective. Effective distance teaching is based on the prerequisite that students want to work

individually and have a responsible approach towards learning, as it places high demands on students' individual study and responsibility for their own learning. Therefore, enough motivation and a responsible personal approach are crucial (p. 14). When considering students themselves as one of the components of a distant form of study, it is necessary to fulfil the students' needs and keep them motivated throughout the learning process. The role of the teacher is to understand the students' needs when learning and considering them when planning the lesson. More than within the contact teaching, it is necessary to approach them individually (Telnarová, 2003, p. 12). Similarly, Monolescu et al. (2004) agreed that meeting the student needs and identifying them is one of the necessary conditions for effective learning; these needs are usually addressed towards a person closest to them in the process of learning; in this case it is the teacher or a supervisor responsible for their education (p. 5). Všetulová (2005) agreed with the important role of a teacher during distance teaching and added that besides being flexible, they should also provide the students with permanent support and respect for their needs. (p. 42).

Additionally, Telnarová (2003) stated further principles of effective distance teaching which involve a suitable choice of the materials regarding the course content, needs of the course and the above discussed student needs. Furthermore, it is essential to consider the individual differences when learning. Some students may prefer an individual study, whereas others may learn more while cooperating with their classmates. In other words, careful observation and effective communication are necessary for making distance education effective. In addition, the importance of careful time management and activity planning is emphasized (p. 18). Monolescu et al. (2004) claimed the purposes or goals of distance education may differ with respect to institutional needs or focus. Therefore, it is not recommended to design a unitary platform or course and share it with other education institutions (p. 4). In conclusion, Telnarová (2003) mentioned the last key component of this form of study – a suitable platform or technology. In cooperation with technical workers, organizers and administrators, this platform should be designed and adjusted to the students' and teacher's preferences. Another critical aspect is its price - since it should be affordable for the institution (p. 12).

To sum up, for effective distance teaching, several conditions should be met. First, a teacher should take into consideration student needs, respect their individual differences, approaches towards learning as well as motivate and support students. Second, students should approach the distance study responsibly - since great emphasis is placed on the individual study and their own responsibility for learning. Third, the choice of the appropriate technical equipment is crucial.

The theoretical background of the thesis provides a detailed description of approaches towards bilingual education. First, its definition from several perspectives by the chosen bibliography suitable for the thesis' purpose was described. Second, the types of bilingual programmes within the Czech education system were discussed in detail. Third, the theory relevant to the practical part of the thesis was provided, particularly the theoretical background behind teaching methods and their choice, needs, and motivation, was defined from perspectives of various authors. Lastly, the theory behind distance education was included in the theory, as it was the only means of education during the pandemic. The following chapter provides an overview of the methodology chosen for the practical part of the thesis and discusses the reasons for its choice.

III. METHODS

This chapter deals with the practical part of the thesis. The research methodology, research questions, participants, tools, participants and context and procedures are described. The initial aim of the research was to explore how individual students' needs when learning Spanish are affected by distance teaching at the Czech-Spanish bilingual programme. Due to a declared state of emergency, the schools were closed. For this reason, I decided to change the research. Instead of students, the focus of the study was on teachers. The new aim was to examine the choice of the teaching methods regarding the individual students' needs when acquiring Spanish. Moreover, the second research question inquired into what needs did students address during classes when learning Spanish; the second research sub-question was focused on exploring the motivation tools teachers used during the classes.

In the course of preparation of the research, I determined the following research questions:

1. What are the teaching methods chosen with respect to individual student needs when learning Spanish during distance teaching?
2. What are the needs addressed by the students towards a teacher when learning Spanish?

Research Participants

For the research, three participants were chosen. All of them were Spanish teachers, two teachers both taught the same class 2.E – fourteen or fifteen years old students who studied in their second year of study at a six-year-long bilingual programme, which was the subject of the research. The research questions examined were discussed with them. Third participant was included in the research based on the responses I received from one of the participants to collect more precise data.

Teacher A was a female, a Spanish native speaker who teaches students in the second year of study at a six-year-long bilingual programme.

Teacher B was a female, a Czech native speaker who teaches Spanish in the second year of a six-year-long bilingual programme. Moreover, she was the students' head teacher and the Head of the Spanish Language Committee.

Participant C was a male, headmaster of the grammar school and also a Spanish teacher.

Research Tools

Due to the previously described situation and with regard to the research questions, I chose a qualitative method as a suitable research tool for the purpose of the research; particularly a questionnaire that served as a semi-stage for a following in-depth interview.

Teacher A and Teacher B were sent a questionnaire via email (provided in Appendix A in Czech and Appendix B in English) concerning their methods' choice when teaching Spanish during the distant form of study. The questionnaire was designed in Czech. For Teacher A, it was not her L1. Thus, she had been asked prior I sent it to her whether she would have preferred the English version to avoid potential misinterpretations or misunderstanding and ensure credibility of the collected data. Due to the fact she was fluent in Czech, she stated it was not necessary to provide her with an English translation. For Teacher B, it was her L1. The questionnaire consisted of the initial part where I thanked the teachers for its completion and emphasized that data will be processed and further used anonymously only for the thesis purpose. Hereinafter, I stated the research question so that they knew what particular issue the questionnaire followed. Moreover, I noted that when choosing from multiple choices, they should have marked them in bold print.

The questionnaire consisted of 12 questions. Four questions were open-ended – specifically, two initial questions, which were designed to find out what class did the teachers teach and what was the amount of the classes taught online and offline. In case of the question concerning the choice of teaching aids and materials, it was the open-ended question complemented with a list of examples in brackets - since I thought it may have been helpful to provide the participants with some clues, as the term supporting methods may have been slightly ambiguous for them, and I wanted to avoid potential misapprehension. The last open-ended question was the sixth question aimed at the change of a personal approach towards teaching during online classes. The remaining questions in the questionnaire were closed and the participants could choose from the options listed below. If more than one option was possible, it was written in brackets. All of the questions in the questionnaire were based on the theory behind teaching methods, methodological choice and

distance teaching reviewed in the theoretical background of the thesis. The final section included the space for the teachers' own notes or remarks.

When referring to the selected teaching methods discussed with both teachers in the questionnaire and then further in the interview, the reasons for their choice should be specified. First, the question related to the way the feedback to offline classes was provided, was asked. This question was included in the questionnaire since the feedback to teaching reflects its effectiveness and teachers' further methodological decisions are based on it. Therefore, I considered important to examine it, especially when the feedback concerned offline classes during which teachers could not guide, monitor or help the students as during online classes.

Second, the supporting methods or teaching aids were inquired into. As the teachers had options to include online sources and incorporate videos or innovative or alternative methods, such as problem-solving learning or computer-based learning (further referred to in the theoretical part), I found it interesting to examine which of them were used, why and for what purpose. Third, the methods classified from a psychological aspect were included in the research; I chose these methods to be explored since they examine the students' engagement during the classes and their autonomy and responsibility for learning. Concerning the theory behind distance teaching, which suggests that it places greater emphasis on taking responsibility for own learning and studying individually, I found it adequate to include them in the research. Furthermore, I was interested in the teaching approach and its modification during distance teaching - since the personal approach reflects the methodological choice, I wanted to find out if it changed with respect to this form of teaching and student needs. Then, I included the question related to the assessment since assessing the students and providing the response to learning are the factors determining the effectiveness of teaching, as suggested in the theoretical part of the thesis.

The remaining questions in the questionnaire were related to the limitations of distance teaching itself as one of the components of a learning process; the challenges or issues arising from it connected to the teachers' methodological choice and students' individual needs were explored. I included these questions as they could reveal interesting findings; which may be beneficial for teachers when planning further lessons, not only during online teaching, but also when the students return to the classroom. The choice of these questions was supported by the theory which suggests that students have to work

individually and there is greater emphasis on their autonomy while learning during distance education. Since they had never experienced this form of study before, I expected they could come across some issues worth reflecting on and discussing with the teachers. The last question had a prognostic character since the teachers should have commented on the possible students' development and the school's response to it.

As mentioned previously, the questionnaire served as a semi-stage of the interview. The interview was carried out after the data from the questionnaire were collected. It was designed in Czech and the assumed time for its completion was 30 minutes. However, there were some limitations described hereinafter in the text. The introductory part consisted of a brief presentation of the examined research questions related to the interview content; the teachers were told what the expected time for its completion would be. Then, the particular open-ended questions were asked; the questions were related to their answers in the questionnaire and were more detailed to collect as reliable data as possible. To be more precise, for instance, if one of the questions was related to the way how they tested students' knowledge during online classes, I wanted them to state how often did they test them; what were the grading criteria, possible limitations and whether it was sufficient for finding out if learning happened.

Furthermore, the question connected to the needs the students addressed to a teacher during the classes when learning was asked. Then, the motivation tools used by the teachers were inquired into. Eventually, the teachers were asked what further development of students might have been expected in the following year, when the actual study of five chosen subjects would be commenced. The interview was concluded by asking them to provide a more detailed answer connected to the last question in the questionnaire which reflected the impact of this whole situation on them; I found it necessary to include this response and reflection about their feelings and perceptions. The questions asked during the interview were all based on the theoretical background of the studied research questions and are provided in Czech (Appendix C) and English (Appendix D) further in the text.

For the research's completion, an interview was carried out with the headmaster of the grammar school (Participant C), who provided additional information about the bilingual programme and its suggested modification caused by the circumstances previously referred to. It consisted of the questions related to the previous interview with Teacher B. The interview was designed in Czech that was L1 of Participant C to ensure creditability and

authenticity of the responses. The interview consisted of the initial part where I explained what issue was aimed to be explored. The interview itself involved the open-ended questions connected to the planned modifications of the bilingual programme that should have been done in the following school year due to the impact of one-year-long distance teaching on students and their level of Spanish, which was presupposed to be A2 according to the Common European Framework of Reference for Languages (CEFR). The interview was concluded with the last part, where I thanked him for his time.

The research tools and the reasons for their choice regarding the research's purpose were described in this section; the following part provides a detailed description of how the research was carried out.

Participants and Context

The research was carried out at Gymnázium Lud'ka Pika v Plzni which belongs among six grammar schools offering Czech-Spanish bilingual education within the Czech Republic. The reason for its choice was because the research was aimed at students in their second year of study at the programme. This age group (students in 9th year of study at a lower secondary school or a corresponding class of a lower grammar school), corresponds with my specialization - teaching English at lower secondary school. The programme itself was designed with the help of Spanish Ministry of Education and was accredited by it as well. Considering the programme's realization, it is realized via increased number of Spanish lessons in the first two years of study. In the first year of study, students have eight lessons of Spanish per week; in the second year of study, the number of lessons is increased to nine lessons per week. During distance teaching, the number of lessons taught per week remained the same. However, only six classes were taught online, two classes were conducted offline. One additional class was taught online; this class concerned the specialized terminology that served as a preparation for a further study of five subjects from the following year.

Lessons are taught by both Czech and Spanish teachers; students are guided towards mastering Spanish at A2 level in order to study five subjects - particularly history, geography, maths, chemistry, and physics in Spanish, with the exceptions of the parts such as Czech history, which are taught in Czech. Moreover, in the fourth year of study, Spanish literature classes are included in the curriculum. As for the programme's further specification, students are offered all the teaching materials and aids for free. Furthermore,

they are provided various benefits in the form of exchange programmes for both students and teachers or a possibility to study at Spanish universities. The description of its realization corresponds with the theory tied to the most frequent means of realization of bilingual education in the Czech education system as referred to in the theoretical part of the thesis.

Research Procedures

The research was carried out from March until April 2021. Prior to the research, I piloted the questionnaire with two teachers and discussed its content with an English teacher who was at her first year of doctoral studies. Furthermore, I provided the questionnaire to a teacher, my colleague, at a general grammar school to ensure whether the questionnaire would be understandable and suitable for answering the research questions.

Due to the state of emergency and closed schools, the questionnaire was provided online to both teachers. They had two weeks for its completion. However, only one questionnaire was returned on time. Owing to exhaustion and overwork of both teachers, the research took a longer time than intended. Teacher A sent the completed questionnaire within two weeks. On the contrary, Teacher B did not submit it at all. Therefore, I had to collect the data concerning the questionnaire when I met Teacher B in person to interview her. Based on the answers of Teacher A in the questionnaire, I prepared the additional questions that would have provided more detailed responses to collect as precise data as possible.

Teacher A was interviewed online via video conference. The presupposed length was 30 minutes; however, the actual time was 45 minutes. It might have been because I interviewed her online and sometimes, I had to repeat the question due to technical reasons. Moreover, since Teacher A was not a Czech native speaker, despite being fluent in Czech; there were instances when I had to explain some issues in more detail or provide her with practical examples to ensure the intelligibility of her responses. In the introductory part of the interview, I mentioned briefly that the questionnaire was a semi-stage for the interview, which was designed to specify their answers and find out the data concerning the second research question. Working on the presumption that if I let them express student needs or motivation tools used during the classes in an open-ended question in the questionnaire, I would never obtain as precise answer as when we discussed it together in person; I used the

interview for gathering these data. The interview was concluded with a brief summary of the issue reviewed. Then, I thanked Teacher A for her participation and time.

Teacher B was interviewed in person owing to the improving pandemic situation and also to the fact that since she was the Head of the Committee of Spanish and the head teacher of the class observed; she had been very busy and preferred a personal meeting. Therefore, the questionnaire was combined with the interview. The length of the interview was 40 minutes and it was audio recorded. Teacher B was given a copy of the questionnaire to provide her with some supporting material to follow. First, the thesis' topic and the research questions were introduced to her. Second, I told her what would have followed; that we would have gone through the questions in the questionnaire and I would have combined the questions from the interview with them. In the last part of the interview, I briefly summarized what was its aim, what was found out, and thanked her for her participation and time.

Due to the fact that I found out that there would be some modifications needed to be done in the curriculum, as claimed by Teacher B; I asked the headmaster (Participant C) for a short interview to specify what this modification would concern to have the complete data about the school's response to the circumstances. The interview lasted 10 minutes and consisted of the introduction, when I explained why I needed to interview him and then, asked him particular open-ended questions about the planned modification in the curriculum. The interview was concluded with a brief summary and expression of gratitude for enabling me to carry out the research at this school.

This chapter described the methodology chosen for the research; the reason for its choice, the research tools, participants and the procedures that followed were explained thoroughly. The following chapter provides the key results of the research that are further specified and commented on.

IV. RESULTS AND COMMENTARIES

This chapter provides the results and commentaries of the research key findings. I focus on the data gathered from the questionnaire and the interview based on the theoretical background concerning teaching methods, student needs and motivation. The collected data are organized and interpreted in the order of the research questions.

Research Question 1: What are the teaching methods chosen with respect to individual students' needs when learning Spanish during distance teaching?

Research Question 1 examines the methods chosen by teachers with respect to students' needs; the following part provides the collected data that are explained and commented on each in a single paragraph.

What is the feedback provided if the lessons are taught offline?

Both Teacher A and Teacher B claimed that the feedback was provided individually to each of the students to the tasks they were supposed to send on Google Classroom as it was the platform used during distance teaching. They both agreed that this was the easiest and most efficient way to check the completed tasks. The remaining methods of the feedback provision were not included in the lessons – to check the students' responses together during online classes or to provide the key to the answers to the exercises was claimed to be unwise, since the teachers would have risked that not all of the students would approach towards the check responsibly. To provide the complete data, they were asked during the following interview what types of tasks the feedback concerned and whether there were any limitations when it came to its provision. On the one hand, Teacher A claimed that the types of the tasks were sundry - dependent on a particular grammar or vocabulary issue covered during the classes. Moreover, it was emphasized that the students often created own videos or audios concerned the topic covered during the lessons, for instance, Daily routines or Life in a city in order to practise both vocabulary and pronunciation. If there was enough time during the classes, the best pieces of work were shared with others. In addition, Teacher A claimed that she provided the students with individual consultation whenever they needed help with any task.

On the other hand, Teacher B stated that she provided the students with individual commentaries on their work. Furthermore, she stated that they were provided with the transcript to listening comprehension exercises, as some of them had difficulties to

understand. The tasks concerned grammar and vocabulary practice as well as listening or reading comprehension. In addition, she claimed she chose or designed them in order to practise and develop all four skills. However, Teacher B stated that she did not offer any private consultation but asked the students during the classes whether they needed some help. As for the limitations of this way of the feedback provision, both Teacher A and Teacher B agreed that to provide the feedback individually, in addition, online, was more time-consuming and exhausting for them than during regular lessons.

I think that this way of the feedback provision respects the student needs and according to the responses of both teachers seemed to be sufficient for learning to happen. The individual and detailed commentary of the tasks the students sent complemented by individual consultations when needed, respect individual students' needs. Moreover, the adjustment of the chosen methods to their needs also signifies individual support provided by the teachers. Considering the tasks' types the feedback concerned, they were claimed to be chosen to practise the covered grammar or vocabulary topic, not randomly or aimlessly. However, I did not observe any of the classes to see the actual realization of it and worked only with the data presented by the teachers, which can be considered a limitation of this research.

What supporting methods or teaching aids are used during online classes?

Teacher A claimed that she used course books, videos with or without subtitles, Google Forms, Kahoot, and Google Jamboard as supporting methods or teaching aids. Furthermore, her answers were specified during the interview. She was asked about the frequency and purpose of their use and stated that only work with one course book was insufficient; therefore, she combined various textbooks on the level A2 according to Common European Framework of Reference for Languages. Once or twice a week, she incorporated Kahoot into the lessons; in comparison with contact teaching, she could use it more frequently. Moreover, she added that she had more opportunities to work with videos with or without subtitles during distance teaching. In conclusion, she claimed that the choice of the particular teaching aids was dependent on the time left during the lesson and the particular topics; if the vocabulary was practised, the use of Kahoot or videos with subtitles was more frequent.

On the contrary, Teacher B mentioned that as teaching aids she used course books, specifically *Aula Internacional 2 Nueva Edición* complemented with exercises from the student book *Uso de la Gramática Española*. All the materials used corresponded with the level A2. Other materials used were, for instance, Kahoot, Google Forms or Quizlet. The choice was dependent on the particular day of the week; as Teacher B stated, she did not include Quizlet or Kahoot for vocabulary practice on Tuesday lessons because the students had class early in the morning and had problems to concentrate.

Both Teacher A and Teacher B could include methods or teaching aids such as Kahoot or Quizlet, for instance, more often in comparison with contact teaching. Even though they could be used more frequently, as claimed by the students and stated further in the research, the students overused technologies and addressed the need to reduce their use. I think that as a strength of their choice, I would consider the fact that both Teacher A and Teacher B tried to combine different aids and materials to avoid the monotony of the used methods, for instance, combining different coursebooks and not cleaving to the use of just one.

Which method from the psychological aspect – the students' engagement, responsibility and autonomy when learning, seems to be the most effective?

Both Teacher A and Teacher B agreed on problem-solving methods. They were asked to specify their answers during the interview; both claimed that by problem-solving methods they meant the reading texts given to the students; they were supposed to look at the verbs and state what was different in their forms with respect to the verb forms they had already known. The students tried to figure out the rules of a particular tense themselves and then, they were revealed the use and form of the tense by the teacher. Eventually, they were given the practice materials. In addition, Teacher B emphasized that the students in her group were not prepared for discussion methods due to their language level, so they would have been useless to be implemented.

Problem-solving method was chosen by both teachers. This may signify that it proved to be effective in comparison with discussion methods that were provided as one of the options to choose from (as they were claimed to be unsuitable for their language level), and individual study (as addressed by Teacher A resulted in private consultations because students needed to be helped by the teacher, since they could not deal with it themselves;

therefore, it was not considered the most effective). However, none of the classes was observed to see the realization of the suggested method in praxis.

The methods' choice reflects a teacher's personal approach towards teaching. Did you have to change it to make your teaching as effective as possible?

Both Teacher A and Teacher B agreed that the change of their approach towards teaching was necessary as they were not used to this form of study. On the one hand, Teacher A claimed that lessons were aimed more at practising speaking skills; she could incorporate videos or audio materials more than during regular classes thanks to the use of the technology. Moreover, students also created their own videos and reading practice was included more than during regular classes. On the other hand, she stated that it brought about changes in the assessment. She only did oral examination because she did not consider the results of written tests reliable; she emphasized that she would have needed an authentic classroom space to ensure reliable written testing of students.

On the contrary to this statement, Teacher B claimed that lessons were more demanding for her due to a longer preparation for classes and slower pace of lessons that was often caused due to technical reasons. She did not cover as many activities as during present teaching. Furthermore, she had all materials prepared for present teaching; therefore, she had to change her initial preparation and adjust it to this new form of teaching. In addition, she claimed that speaking skills were not practised as much as during contact teaching. Teacher A reacted to this absence of speaking skills practice, claiming that the authenticity and spontaneity of a spoken form of Spanish combined with non-verbal communication lacked. Therefore, speaking skills could not be practised so well. Eventually, both Teacher A and Teacher B agreed that the correction of the tasks sent online was more time-consuming and exhausting.

Teachers' approaches must have been adjusted; the possible explanation when supported by the theory behind distance teaching may be that greater emphasis is placed on a careful preparation and planning of the lessons, respecting student needs and keeping them motivated more than during contact teaching (Telnarová, 2003). Hence, the approach may differ to make teaching effective.

How do you find out whether learning Spanish happens?

Teacher A stated that oral examination was the only means of testing the students since she did not consider written tests reliable. Furthermore, she was asked about the grading criteria during the interview. She said she graded the students immediately after their performances and was focused on accuracy – correct pronunciation, and fluency of the speech. On the other hand, Teacher B claimed she tested the students on a regular basis and further described that during contact teaching they had Friday lessons reserved for writing vocabulary or grammar tests; she decided to keep this lesson for the same purpose. The tests concerned a particular grammar or vocabulary phenomenon covered during the whole week. In some cases, the content of the test was the same as the previous week but the level of difficulty was increased.

Teacher A chose oral examination as the means to find out if learning was happening; this may be considered a limitation since the students were not assessed for the written tasks. However, it is understandable that she wanted to ensure the credibility of their performances and avoid their potential cheating. It may bring some problems later, since the speaking skills were tested primarily. Teacher B tested the students on a regular basis and approached towards it with increasing the tasks' complexity with each test. Both found these options effective; however, none of the online classes was observed, so this may be considered a limitation of the research.

What do you perceive as the biggest challenge when it comes to the methods' choice?

Both Teacher A and Teacher B agreed that the most challenging for them when it comes to the methods' choice was the impossibility to realize a group or project work during online classes and claimed that since the grammar school used an online platform Google Meet as a technical equipment; it was not possible to realize a group work. Moreover, Teacher A claimed that it was also more complicated for her to incorporate discussions into the lessons since she missed the authentic classroom space, face to face communication and non-verbal communication while discussing. Furthermore, Teacher B specified her answer claiming that the impossibility of incorporating a group or project work and practise speaking might have impacted the further study because the students should have participated in an exchange programme via Erasmus + organized by a partner school in Spain. As a response to it, the school tried to find a solution to this problem by enabling the

students to chat with the Spanish students via TwinSpace to practise a colloquial form of Spanish more.

The impossibility to implement a group or project work and more discussion may signify that it would be needed to incorporate them more after the return to contact teaching to compensate it. As stated by Teacher B, they had already tried to solve this problem by enabling the students to chat in Spanish with international students. I would consider this a strength and the evidence that the school tried to look for possible solutions to meet student needs by finding alternative learning approaches.

The distant form of study puts greater emphasis on students' autonomy and taking responsibility for their own learning; what issues do you usually come across when it comes to these?

On the one hand, Teacher A agreed that foreign language learning requires a lot of motivation and drill in the beginning; in the case of distance teaching, students had to manage it all themselves when isolated from both the teacher and the classmates. She further commented on it in the interview, stating that this response was the most apposite from the list of provided answers due to the fact she could not approve the worsening of the students' results, which was the part of the suggested answer, because she taught a group of very responsible, disciplined and talented students.

On the other hand, Teacher B's opinion was different; she claimed that her students were struggling to remain motivated and the decrease in motivation was significant. In addition, she claimed that the autonomy of some of the students was the problem as they lacked discipline and needed someone to superintend them and motivate them to study. Furthermore, she added she could see the problem not only in the amount of individual study that is expected from the students, but also in worsening of their results.

Teacher B claimed the students lacked internal and external motivation and their results worsened. This lack of motivation, inter alia, may have contributed to the worsening of their results, as motivation is one of the crucial factors for learning to happen (Brown, 2006; Mareš, 2013; Schneiderová, 2003). Another issue was the autonomy when learning; this may signify that with respect to their age, they needed more guidance. The amount of individual study may have been a problem for them due to their age as well.

Do you see any advantages in distance teaching with regard to students' individual needs when it comes to foreign language learning?

Teacher A answered that this form of study did not have any advantages for her; it could only be a complement to a present form of study, which she considered irreplaceable. By contrast, Teacher B stated that she perceived some advantages in it, claiming that students were provided all the materials online on Google Classroom in a well-arranged way. Therefore, it was considered beneficial, in her opinion, because they could not make excuses that they were not given the materials. In addition, she claimed that when considering listening comprehension, she could post audios with their transcripts there and the students could revise them according to their individual needs. For this purpose, she would like to carry on posting the materials covered during the classes even when the students would return to the present form of study.

Teacher A's response confirmed my expectations as I think that contact teaching is irreplaceable, especially when considering the students' age. This finding corresponds with the theory which suggests that contact teaching is considered ideal and its benefits are indisputable (Telnarová, 2003). However, as supported by the statement of Teacher B, some advantages may occur, as it may serve as a complementary tool to regular teaching in the classroom.

In your opinion, what would be the most probable impact on the students' further development?

According to Teacher A, the most probable impact would have been losing work habits and worsening of the results even when it concerns excellent students. On the contrary, Teacher B perceived the potential impact in a different way, stating it would have been needed to make some changes in the bilingual programme itself due to the fact that students themselves expressed concerns that they may not have reached the language level A2 required for a further study of five subjects in Spanish next school year. Therefore, extra classes would be added to the curriculum aimed at Spanish language practice with Spanish native speakers. Moreover, together with the school's headmaster, they considered adding extra classes for practice of technical subjects and an extra class for practice of a technical terminology – similar to the extra class of a specialized terminology they had already had this year. Moreover, there were three instances when students decided to apply for another

programme or completely change school due to concerns that they may have experienced learning difficulties in the following study years.

Based on the response of Teacher B, further interview with Participant C was done in order to receive more precise data. Participant C claimed that Teacher B, as the Head of the Spanish Language Committee, suggested incorporating extra classes of Spanish next year as well as extra classes of specialized subjects with Czech teachers, if necessary, to ease the students' changeover from the lower-secondary school to the bilingual study. One lesson of the specialized terminology in Spanish students had online this year should be maintained next year. The suggested adjustments would be further dealt with when the students return to school and the teachers would see the actual situation. Moreover, he specified that three students who expressed concerns they may experience difficulties with the further study in Spanish would like to change the study programme. They applied for different schools and one of them applied for a general grammar school programme at this school. It will be revealed later in May whether they would pass entrance exams successfully and change the study programme. Eventually, Participant C added that it was not in his competence to decide about the realization of this changeover from the bilingual programme to the generally-aimed programme, as it was entirely in the competence of the establisher.

The school's response to the circumstances was in the suggested curriculum adjustments; this may signify that distance teaching affected the student needs and performances enough to decide to make some changes in the programme. This finding confirmed my expectations as I assumed that with respect to the students' age and language level; they may struggle with separation from their classmates as well as with the individual study when learning.

Research Question 2: What are the needs addressed by the students towards a teacher when learning Spanish?

The second research question was aimed at finding out what needs when learning did the students address during the classes. On the one hand, Teacher A claimed that the students addressed the need to be helped with the translation of the texts or materials provided. They struggled with the translation since they could not use the dictionary they use in the classroom during regular classes. This fact caused misinterpretation or incorrect use of the particular vocabulary with respect to the context. As an instance, Teacher A stated that they used Google Translator to be helped and as they are not competent enough to distinguish correct collocations or suitable expressions for a particular register, for instance, they used vocabulary typical for belles-lettres instead of present-day Spanish. Therefore, the need to be guided by the teacher when distinguishing reliable sources of information or teaching aids was presented. Moreover, they claimed their need to interact with their classmates in the authentic classroom space and socialize was not met. With respect to the use of Google Meet as a technical equipment for online classes, the group work could not be realized. Thus, the students expressed that their need to cooperate and work together was not met either. Furthermore, they emphasized that the project work was difficult to realize as well. Eventually, Teacher A claimed that they sometimes experienced difficulties with the completion of the tasks given for homework; they expressed the need to be provided by a private consultation to complete it.

On the other hand, Teacher B claimed they would have needed to practise speaking skills more as they found distance teaching insufficient for its practice; they missed the interaction within the classroom and the possibility to practise speaking with the teacher or classmates when being divided into groups for a group work or when working in pairs. This statement corresponds with Teacher A's statement; they both agreed that the need to socialize and interact with other students in the authentic classroom space addressed by the students was deficient. Furthermore, Teacher B claimed the students experienced difficulties with listening comprehension. Thus, they expressed the need to be provided with a transcript of the exercises together with an audio on Google Classroom. Another need concerned the interaction with their classmates on a regular basis; this student need was equivalent to both Teacher A and Teacher B. Moreover, Teacher B claimed that students' motivation was decreasing; some of them were not self-dependent enough to complete their homework and

needed someone who would help them with their time management and with keeping study discipline. In addition, some students expressed concern they might not reach the level A2 required for a further study of five subjects at the bilingual programme, as they perceived distance teaching insufficient with respect to their needs. When concerning distance teaching itself, students claimed they overused technologies and addressed the need to spend time not using them, meet in person and talk face to face. This need corresponds with the need to interact and meet in person expressed by Teacher A. Eventually, they needed to see their classmates' performances - which they considered one of the reasons for their motivation when learning during regular classes. Therefore, they struggled with staying motivated and working on their improvement and growth.

Language-wise, students addressed the need to be helped by the teacher when it concerned translation and distinguishing between suitable language expressions for a particular context. Possible misinterpretations caused by using unsuitable sources of information may have resulted in the acquisition of incorrect collocations, which would have been avoided when learning in classroom, as the students would have discussed the choice of the vocabulary for a particular speech with the teacher and they would have used the dictionary approved or recommended by the teacher. The possible explanation of it may be that when considering the students' age and the fact they have been studying Spanish only for two years, it may be understandable they may struggle with the distinction of suitable language expressions for a particular context, since they are still learning and have not mastered Spanish yet to be able to distinguish the correct expressions themselves. Then, they claimed they needed to be given the transcript of listening exercises. This may have been caused due to technical reasons or the students' equipment, since the connection may have been of a poor quality.

Furthermore, they claimed that their social needs, particularly the need for interaction with their classmates and the need to learn in the presence of a teacher who guides them and helps them, were not met. This result confirmed my expectations as I thought that students may have experienced difficulties when learning if they could not be present in the classroom and learn in the group of students of the same age. I think that regarding their age; the daily interaction with their classmates is important for their personal development. Moreover, this finding can be justified by the theory, which suggests that for learning to happen, *inter alia*, student social needs should be met (Schneiderová, 2003). Additionally, they expressed the

need to learn together with their classmates and see their performances, as they motivated them to study harder. This seems to signify the importance of being motivated externally by seeing their classmates' performances and results when learning and fulfilling the need for a good performance. Due to the isolation of the students, their performance needs did not seem to be fully satisfied. Thus, it is not surprising that they addressed this need during the online classes.

The following section provides the responses to the second research's sub-question explored in the second section of the interview concerning students' motivation.

How do you keep students motivated? What motivation tools do you use during the online classes?

According to Teacher A, students have very good discipline and since her group consisted of very hard-working and talented students; she did not come across some problems with motivation when learning. Moreover, she emphasized that even though some of the students may have experienced some difficulties when learning or their grades worsened; they were motivated to carry on with their studies at this programme due to various reasons. One of the reasons was, for instance, the possibility to participate in exchange programmes organized by the school and travel to Spain in the upcoming years. Another reason was not connected to study purposes but was personal, since some of the students were motivated to carry on studying due to nice interpersonal relations in the class.

On the contrary, Teacher B claimed that the motivation of her students decreased due to various factors. First, because of the absence of the contact with their classmates; they could not see the results of others and be motivated to work on themselves. Second, some students struggled with maintaining the discipline while studying, since they were not used to this amount of individual study they had during the distant form of study. Third, the lack of motivation to study was also brought about because of an unclear and unpredictable future development of the pandemic. Moreover, Teacher B described motivation tools which proved to be effective during the classes. She claimed that it was very helpful for the students if she asked them about their emotional well-being at the beginning of the lesson. Furthermore, she specified her response stating that it made students feel more relaxed if they could share their feelings and perceptions with others rather than if she would have started the lessons straight with warm-up activities.

The viewpoints of the motivation tools used by the teachers differed. This may be possibly explained by the fact that the teachers taught students of different abilities or ambitions. On the one hand, as claimed by Teacher A, one group of students managed to stay motivated, so no extra motivation tools were needed. Teacher B claimed her students' internal and external motivation was affected by distance teaching. When tied to the theory, the lack of motivation may result in learning difficulties - as motivation is perceived as one of the underlying factors that determine students' success or unsuccess when learning (Brown, 2006), that corresponds with Teacher B's statement, which proved worsening of students' results.

Summary of Key Findings

The research examined the choice of teaching methods with respect to individual student needs during distance teaching and student needs and motivation. When concerning teaching methods' choice, which, among other factors, reflects a personal approach of a teacher (Scrivener, 2011); both Teacher A and Teacher B claimed their approaches must have been adjusted to this new form of study to make teaching effective. In the case of Teacher A, private consultations were provided, if the students addressed the need to have them. The approach was changed in the student assessment and the feedback provision when comparing to regular classes. Teacher B claimed she had all the materials prepared for teaching in the classroom. Therefore, she had to change her initial preparation. The methods claimed to be effective during the online classes were problem-solving methods. Both Teacher A and Teacher B could incorporate Kahoot or Quizlet for vocabulary practice into the classes more frequently than during regular classes. Moreover, Teacher A claimed she incorporated videos made by students themselves. However, none of the online classes was observed, so these methods were stated only as representative. Therefore, the findings cannot be generalized.

Regarding student needs, according to the participants' responses, students addressed the need to socialize with their classmates in the authentic classroom space, as the lack of the contact with their classmates brought about difficulties to remain motivated when learning due to a lack of personal contact. Thus, their social needs while learning were not met. Moreover, their performance needs were also claimed to be affected by distance

teaching, since they could not see their classmates' results of and be motivated to work on their improvement and personal growth. As for the language, they addressed the need to practise speaking skills more and some of them experienced difficulties with listening comprehension, as the practice of these skills was more demanding to realize. Considering speaking skills practice, its realization was more complicated due to the impossibility to realize a group or pair work because of the use of Google Meet as a technical platform. All these needs were addressed in student-teacher communication during online classes. Students themselves were not observed; therefore, this may be considered another research limitation.

As a result of distance teaching, some of the students expressed concerns they may experience difficulties with the further study of five subjects in Spanish from the following year. Three of them decided to apply for a different programme because of their results' worsening. As a consequence, the grammar school responded to this condition with an announced curriculum adjustment. This adjustment concerns the incorporation of remedial classes of Spanish or any technical subject taught in Spanish from the next year. Furthermore, one lesson aimed at practicing technical terminology in Spanish, which students had already had implemented in the curriculum this year, should be preserved in the following year.

To sum up, distance teaching brought about changes in methodological choices and resulted in the suggested curriculum adjustment for the following year, as students in the group of Teacher B were concerned about their further study. The findings of this research correspond with the theoretical background, which suggests that for learning to happen, inter alia, student cognitive, performance and social needs have to be met; if they are not fulfilled - due to various reasons (in this case, the most likely explanation may be the circumstances of the pandemic), students may experience difficulties while learning (Mareš, 2013; Schneiderová, 2003). Moreover, distance teaching places greater demands on students as they should take responsibility for their own learning and have to study individually without being guided or helped by their teacher in the classroom (Všetulová, 2005; Telnarová, 2003). Eventually, one of the reasons may have been motivation deficiency, since motivation is perceived as one of the crucial factors determining the learning process (Brown, 2006; Mareš, 2013; Schneiderová, 2003).

This chapter summarized the results of the research and the collected data were commented on. Moreover, the key findings of the research were tied to the theoretical background. Hereinafter, advice for teachers referred to the research results, limitations of the research and suggestions for the further research are discussed.

V. IMPLICATIONS

This chapter provides suggestions for implications of the research results to the pedagogical practice. Furthermore, limitations of the research are discussed as well as possibilities of further studies in this field.

Pedagogical Implications

The research discovered interesting data about approaches towards bilingual education during distance teaching. It revealed, among others, the planned curriculum adjustments. As for the pedagogical implications, I think that the findings of the research are important for both teachers and students.

Regarding teachers, they should support the students while learning next year, as some of them may experience difficulties with studying in Spanish or with five subjects in which teaching in Spanish will be conducted. This support can be realized via private consultations where the students can discuss some issues they need to explain once again. This individual approach may help them to clarify the issues which were problematic. The teachers should not try to compensate the missing grades with a great amount of testing right after the return to regular teaching, but rather commence slowly to avoid overstrain or frustration of learners. It may be better to avoid giving marks, but rather choose a written formative assessment, which may, on the other hand, be more time-consuming and exhausting for the teachers, especially at the end of the school year, but it may be a solution.

It may be necessary to spend more time revising the covered vocabulary or grammar topics and clarifying some of the problematic parts. This revision may be done through more homework or recommendations for optional practice for the students in their free time may be suggested. It may include the websites for an interactive practice, books in Spanish appropriate for their language level and age - these may be classical Spanish writers' works rewritten in a simplified version. Moreover, they may be complemented by a Czech translation to ensure comprehension. Besides literature, the students can be also given recommendations for films or videos for the practice of spoken Spanish. As previously announced by Teacher B, it may be needed to add extra classes of some of the subjects that

will be taught in Spanish, as distance teaching of maths or physics may have been a bit more complicated to realize, when compared with Spanish teaching. When addressing the planned curriculum adjustments in the bilingual programme, it may be worth considering some reforms of the Czech school system in general, as distance teaching may have revealed some gaps. For instance, promoting the communicative approach towards learning over memorializing a significant amount of the theory may be worth considering.

As for learners, they may need to have a more responsible approach towards learning, as the changeover from the lower secondary grammar school to proper bilingual education may take a longer time to become accustomed to, as well as the return to contact teaching.

In conclusion, I would recommend a careful and responsible preparation of the students for classes and the teachers' approach that encourages, motivates students to learn, respects their needs and previous circumstances of the one-year-long absence of contact teaching.

Limitations of the Research

Although the research revealed interesting findings, there were certain limitations which should be taken into account. Only a limited number of participants was involved in the research; therefore, the findings cannot be generalized. However, the participants both taught the same class and were the only teachers teaching Spanish at the last year of the study in the lower grammar school, so a certain tendency could be seen from their responses.

The students in the second year of their study were observed, as they were affected by the previously discussed circumstances, so it may have been long enough to see their impact on learning. However, they were observed only after one year of distance teaching, not before it was implemented, so there are no data to be compared with the condition prior to it. Moreover, the teaching methods and their choice were examined only from the teachers' perspective; students were not involved in the research. Therefore, the findings may have been different if students themselves were respondents; this may be considered another limitation. The research was carried out partially online - with one of the participants due to the unfavourable epidemiological situation, and partially via a personal meeting. Thus, the responses might have differed, since the online video conference took a longer time than the personal meeting at school due to technical reasons, and the responses might have been affected by nervousness or tiredness of the respondent. Furthermore, the online

meeting lacked the authenticity of the interview in a natural school environment. When concerning the research question connected to the methodological choice, only selected methods were examined and the reasons for their choice were specified. Thus, the research findings may have been different if other methods from different aspects or classifications by different authors, than the previously mentioned, were discussed. These methods were claimed to be incorporated into the lessons and the reasons for their use were justified. However, their actual realization in praxis was not observed, so it may have provided distorted data, as the chosen methods might have been stated only as representative, but the actual lessons might have been conducted differently.

When considering the individual needs when learning, the students addressed to the teachers, they were only expressed and commented on by the teachers, based on their perceptions and information from the students gathered during online classes. Therefore, some of the needs might not have been conveyed, as the students might have experienced difficulties addressing them via online meetings. Moreover, the gathered data may have differed if the research was student-centred rather than teacher-centred, as their perceptions, especially when considering needs and motivation, may have been sundry.

In conclusion, at the time the research was carried out, the students studied from home and the curriculum adjustment was suggested by their head teacher, since some of the students decided to apply for a different programme or expressed concern they may experience difficulties when studying further. Hence, the adjustment was further discussed with the headmaster. However, it was not examined how the actual condition was like after the students returned to school in May, since the research was finished in April. Thus, it may be possible that some other changes were suggested or these announced in April were further modified. Therefore, this fact could be stated as another research limitation.

Suggestions for Further Research

This research could indisputably be extended in various ways. It may be interesting to explore the same research questions from the perspective of students as their perceptions of the methodological choice with respect to their needs might have varied. Similarly, if student needs were observed from the viewpoint of students themselves, it might have been valuable not only for the purpose of this diploma thesis, but also for the grammar school, as the students' responses and perceptions of the current situation would have brought valuable data to work with in the future development of the bilingual programme.

The research was carried out within the Czech-Spanish bilingual programme; it might be worth exploring a bilingual programme aimed at a different second language and looking at whether and how the acquisition of English or German, for instance, was affected by the distant form of study. Moreover, it could be worth exploring the methods used, needs and motivation while learning a language in the distant form at students in the same year of study at the Czech-Spanish bilingual programme in České Budějovice, or at any other of the five remaining Czech-Spanish bilingual programmes within the Czech education system - it might be interesting to draw a comparison of the gathered data between two bilingual programmes aimed at the study of the same second language and see if and how the approaches differ.

In conclusion, this chapter addressed the implications of the research - its strengths, weaknesses, and limitations were discussed, and the potential further exploration of this field was suggested. The next chapter provides the thesis' conclusions.

VI. CONCLUSION

The thesis revealed interesting findings of how teaching Spanish was approached concerning methods' choice, student needs and motivation at the Czech-Spanish bilingual programme during distance teaching. The methodological choices must have been approached and adjusted with respect to the online classes and students' needs to make teaching effective. Higher demand was placed on the teachers' careful preparation and student individual study than during contact teaching. Except for methods chosen for the classes, students' needs addressed in student-teacher communication were examined, as *inter alia*, they are one of the crucial factors determining the learning process. As addressed by students towards the teachers, students' social needs and performance needs were claimed as deficient, due to the impossibility of interacting with their classmates, learning in the presence and guidance of their teachers, and being motivated by their classmates' performances and results when learning.

Concerning motivation tools the respondents used, even though, they claimed to support and motivate the students when learning, some students experienced motivation deficiency which may have contributed to their results' worsening. Regarding the fact there were three instances when the students decided to apply for a different study programme, while others expressed concern about their further study development; the school responded to these circumstances by the suggested curriculum adjustments. However, as the gathered data applied only to this particular case and only a limited number of respondents was involved in the research, the findings cannot be generalized, albeit may be beneficial for the school itself.

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APPENDICES

APPENDIX A

Dotazník pro učitele nižšího gymnázia bilingvního programu na Gymnáziu Lud'ka Pika v Plzni

Dotazník je součástí výzkumu diplomové práce na téma Přístupy k bilingvnímu vzdělávání. Informace získané z Vašich odpovědí budou použity výhradně pro účely této odborné práce a zpracovány anonymně.

Výzkumná otázka: Jaký je přístup k bilingvnímu vzdělávání v době distanční výuky z hlediska výběru výukových metod se zohledněním individuálních studijních potřeb studentů?

Při výběru z více možností prosím zvýraznit Vaši odpověď tučně.

- 1. V jakém ročníku nižšího gymnázia španělštinu vyučujete?**
- 2. Kolik hodin týdně učíte online a kolik offline?**
- 3. Pokud jsou hodiny odučeny offline, jak je na učení poskytována zpětná vazba?**
 - a) Studenti posílají vypracované úkoly na email a zpětná vazba je jim poskytnuta individuálně
 - b) K samostatné práci na offlinu se vracíme při online výuce a kontrolujeme ji společně
 - c) Výsledky jsou poskytovány všem hromadně, např. na konci týdne
- 4. Jaké podpůrné metody nebo pomůcky používáte? (např. whiteboard, padlet, chatovací okénko, práce s videem, pracovními listy, učebnicí či textovým materiálem apod.?)**

5. *Která výuková metoda z aspektu psychologického - zapojení studentů do výuky, jejich odpovědnosti a míry samostatnosti při učení, se zdá být s ohledem na učení jazyka při distančním studiu nejefektivnější?*
- a) Diskuzní metody
 - b) Samostatná práce studentů
 - c) Učení se řešením problému
6. *Výběr metod odráží mimo jiné i osobní přístup učitele. Museli jste jej měnit, aby byla výuka co nejefektivnější?*
- a) Ano
 - b) Ne
7. *Jakým způsobem nejčastěji ověřujete, že dochází k učení španělštiny? (Jedna odpověď možná)*
- a) Pravidelné testování studentů
 - b) Zkoušení
 - c) Pravidelně reflektuji se studenty hodiny (na padlet nebo do chatu je např. nechám napsat, na co by se potřebovali vzhledem ke svým individuálním potřebám zaměřit více) aj.
8. *V čem spatřujete největší úskalí distanční výuky při výběru metod s ohledem na osvojování jazyka? (Vyberte jednu možnost.)*
- a) Jednolitost používaných výukových metod
 - b) Obtížnější poskytování zpětné vazby

- c) Obtížnější podmínky pro realizaci např. skupinové práce nebo práce na projektech v online hodinách

9. Distanční výuka klade větší důraz na samostatnost studentů a přebrání vlastní zodpovědnosti za učení, na jaká úskalí při výuce v tomhle smyslu nejčastěji narážíte?(Více možných odpovědí)

- a) Osvojování cizího jazyka jako takového chce v začátcích hodně motivace a drillu, studenti motivaci vzhledem k nelepšící se situaci a nejistým vyhlídkám na návrat k prezenční formě výuky postupně ztrácejí
- b) Přetížení studentů a frustrace
- c) Ve svém věku nejsou zvyklí na takovou míru samostudia, neumí si s tím sami dobře poradit, pozorují zhoršení i u nadprůměrných studentů

10. Spatřujete v ní s ohledem na individuální potřeby studentů při procesu osvojování jazyka nějaká pozitiva?

- a) Ano
- b) Ne

11. Jaký dopad bude dle Vašeho názoru nejpravděpodobněji mít na budoucí vývoj studentů? Vyberte jednu možnost:

- a) Ztráta pracovních návyků a zhoršení výsledků i u nadprůměrných studentů
- b) Bude zapotřebí upravit bilingvní program, aby žáci byli dostatečně připraveni na maturitu či budoucí studium
- c) Studenti budou přecházet na jiné školy/jiné studijní programy

12. Jak se distanční forma výuky projevuje na Vás samotných?

- a) Ztráta motivace, obavy z nejisté budoucnosti
- b) Únava, přepracování (nad přípravami strávím více času než při běžné výuce)
- c) I přes snahu a pečlivou práci se obávám, že se žákům nedostává plnohodnotné výuky

Vlastní postřehy, připomínky učitele:

APPENDIX B

Questionnaire

1. *In which year of the bilingual programme do you teach?*
2. *How many classes are taught online and offline per a week?*
3. *If lessons are taught offline, what is the feedback provided?*
 - a) Students send completed tasks via email and the feedback is provided individually to each of them.
 - b) We go through tasks in online classes and check them together
 - c) The answers to exercises are provided to every student, for instance, in the end of the week
4. *What supporting methods or teaching aids are used? (work with videos, worksheets, a course book etc.)*
5. *Which method from the psychological aspect – the students' engagement of students, their responsibility and autonomy when learning, seems to be the most effective?*
 - a) Discussion methods
 - b) Students' individual study
 - c) Problem – solving learning
6. *The methods' choice reflects a teacher's personal approach towards teaching. Did you have to change it in order to make your teaching as effective as possible?*

Yes

No
7. *How do you find out whether learning of Spanish happens? (One possible option)*
 - a) Regular testing of students
 - b) Oral examination
 - c) I reflect lessons with students on a regular basis (for instance, I let them express on Padlet or to chat what are their individual needs when learning Spanish)

8. *What do you perceive as the biggest challenge when it comes to the methods' choice? (one answer possible)*
- a) Monotony of the chosen methods
 - b) More difficulties when giving a feedback
 - c) More difficult conditions for a realization of a group or project work during online classes
9. *The distant form of study puts greater emphasis on students' autonomy and taking responsibility for their own learning, what issues do you usually come across when it comes to these? (more than one answer possible)*
- a) Foreign language learning requires a lot of motivation and drill in the beginning; students lose motivation because of the not improving situation and unclear future when it comes to the return to contact teaching
 - b) Overstrain and frustration of students
 - c) Students are not used to this amount of individual study, they cannot deal with it themselves, I can see the worsening of the results even when it concerns excellent students
10. *Do you see any advantages in distance teaching with regard to the individual students' needs when it comes to foreign language learning?*
- a) Yes
 - b) No
11. *In your opinion, what would be the most probable impact on the students' further development? (one option possible)*
- a) Losing work habits and worsening of the results even with excellent students
 - b) It will be needed to adjust the bilingual programme, so that the students will be prepared for a Maturita exam, further study
 - c) Students may change the study programmes
12. *What is the effect of distance teaching on you as a teacher? (more than one option possible)*

- a) Motivation loss, concerns about unclear future
- b) Tiredness, overwork
- c) Despite the effort and careful work, I am afraid that it is not comparable to regular teaching

APPENDIX C

Rozhovor

Úvod

Rozhovor vychází z online dotazníku. Otázky vycházejí z Vašich předchozích odpovědí a odhadovaná doba rozhovoru je 30 minut. Všechna sesbíraná data budou použita výhradně pro účely této diplomové práce a zpracována anonymně. První část rozhovoru zkoumá odpovědi uvedené v dotazníku za účelem poskytnutí podrobnějších dat. Druhá část se vztahuje ke druhé výzkumné otázce týkající se potřeb studentů při učení španělštiny v době distanční výuky a motivačních prostředků užitých učiteli. Děkuji za Vaši účast a čas.

VO1

Výukové metody s ohledem na individuální potřeby studentů, aby docházelo k učení

1. V dotazníku jste uvedla, že učíte studenty druhého ročníku bilingvního programu, v jakém věku jsou a kolik je jich ve skupině?
2. Mohla byste rozvést, jak konkrétně poskytujete zpětnou vazbu na úkoly, které studenti plní při offline hodinách? Jakých úkolů se zpětná vazba týká?
3. Můžete specifikovat podpůrné metody, které jste napsala do dotazníku? Jak často je zařazujete? Od čeho se jejich zařazení odvíjí?
4. Uvedla jste, že z aspektu psychologického zařazujete metodu učení se řešením problému. Co myslíte konkrétně? Jak je tato metoda realizována v praxi?
5. Jak se konkrétně projevuje změna Vašeho učebního stylu v online hodinách?
6. Jaká jsou kritéria pro hodnocení? Jak často jej zařazujete?
7. Můžete okomentovat nemožnost realizovat skupinovou práci nebo projektové vyučování, jak jste uvedla v dotazníku? Jakou alternativu poskytujete?
8. Jaká jsou ta konkrétní možná úskalí spojená s větším důrazem na samostatnost studentů a přebrání zodpovědnosti za učení během distanční výuky?
9. Odůvodněte Váš názor na potenciální pozitiva spojená s distanční výukou s ohledem na individuální potřeby studentů při výuce cizího jazyka.
10. Jaký je možný dopad na další vývoj studentů? Svoji odpověď rozveďte.

VO2

Individuální potřeby studentů a motivace při učení

1. Jaké potřeby studenti vyjádřili v online hodinách?
2. Jak byly zohledněny?
3. Jakým způsobem studenty motivujete? Jaké motivační prostředky jsou užity?

APPENDIX D

Interview

Introduction

The interview is based on the questionnaire provided online. The questions concern your previous responses and the approximate time for its completion is 30 minutes. All the data collected will be used exclusively for the purpose of the diploma thesis and will be processed anonymously. Section B examines the responses to the questions asked in the questionnaire in order to provide more precise data. Section C is connected to the second research question concerning student needs when learning Spanish via distant teaching and motivation tools used by teachers. Thank you for your participation and time.

Section A

Teaching methods' choice with regard to students' individual needs for learning to happen

1. In the questionnaire, you claimed you teach students at their second year of study at a six-year-long bilingual programme. What is their age and the number of them in the class?
2. Can you be more particular about how the feedback to the tasks sent offline is provided?
3. What types of tasks does the feedback concern?
4. Can you specify the supporting methods you chose in the questionnaire? How often do you implement them? What is their implementation dependent on?
5. You stated that problem – solving methods were most likely included to online classes when it concerns methods' classification from psychological aspect. What do you mean by problem – solving methods? How are they realized in praxis?
6. What are some particular instances of the change of your teaching style and approach during online classes?
7. What are the assessment criteria? How often do you assess the students?
8. Can you comment on the impossibility to realize a group or project work during online classes as stated in the questionnaire? What is the alternative to it?

9. Provide a more detailed explanation to the question connected to possible issues arisen because of a greater emphasis on students' autonomy and responsibility for their learning during distant education. What are they?
10. Can you justify your opinion about any potential advantages of distant teaching with regard to student needs when it comes to foreign language learning?
11. What is the potential impact on the student further development? Provide a more detailed response.

Section B

The individual needs of students and motivation while learning

1. What needs did the students identify during online classes?
2. How did you take them into consideration?
3. How do you keep the students motivated? What motivation tools do you use during the online classes?

SUMMARY IN CZECH

Diplomová práce pojednává o přístupech k bilingvnímu vzdělávání v době distančního vzdělávání. Pro účel výzkumu byl zvolen šestiletý česko-španělský bilingvní program na Gymnáziu Luďka Pika v Plzni, konkrétně druhý ročník nižšího gymnázia. Bilingvní výuka zde probíhá formou zvýšeného počtu hodin španělštiny v prvních dvou letech studia, které slouží jako intenzivní jazyková příprava pro výuku pěti předmětů ve španělštině, ta je započata v prvním ročníku vyššího gymnázia. Práce zkoumá výběr metod s ohledem na individuální potřeby studentů při osvojování španělštiny, potřeby, které studenti uvedli v komunikaci s učitelem a způsoby motivace žáků při distančním vzdělávání. Výzkum byl proveden se dvěma vyučujícími španělštiny, kteří poskytli odpovědi na výše zmíněné výzkumné otázky formou dotazníku a následného podrobného rozhovoru. Na základě jejich odpovědí byl doplněn o informace od pana ředitele.

Ze získaných dat vyplynulo, že výběr metod a přístup k výuce musel být pozměněn a přizpůsoben potřebám žáků, aby byla výuka co nejefektivnější. Online výuka kladla větší důraz a nároky na pečlivou přípravu učitelů i žáků. Mezi jinými, studenti vyjádřili v komunikaci s učitelem potřebu socializace a interakce s ostatními spolužáky a potřebu být při učení motivováni výkony druhých. Několik studentů vyjádřilo obavu o své budoucí studijní výsledky a objevily se případy, kdy se studenti rozhodli přihlásit na jiný obor. Reakcí školy na uvedené potřeby byly avizované kurikulární změny v podobě hodin doučování, které by měly usnadnit žákům přechod z nižšího gymnázia na vyšší, a částečně kompenzovat roční absenci prezenční výuky. Všechny odpovědi týkající se studentů a způsobů, jakými byla online výuka koncipována, byly zprostředkovány učiteli, kvůli epidemiologické situaci nebyli subjektem výzkumu samotní žáci ani nebyly zkoumány jednotlivé hodiny. Data nemohou být generalizována a mohou sloužit zejména pro potřeby samotné školy.