

ABSTRACT

This diploma thesis is concerned with authority of a novice teacher based on their usage of his or her interaction style in a classroom. The aim of this thesis is to find out how teachers and their pupils perceive particular interaction styles of a teacher with regard to establishing and using their authority. The theoretical part of this thesis consists of three chapters. The first chapter deals with the terms authority and teacher's authority, emphasizing pupils' point of view and in connection with this introduces its classification of authority types. The next chapter inquires into interpersonal behaviour of a teacher, definition of their interaction style and ways of its detection in practise. The third chapter is concerned with the issues of novice teacher emphasizing their problems in interaction with their pupils which can appear at the beginning of their professional career. Practical part is primarily based on a quantitative inquiry implemented with the help of modified standardized questionnaires QTI investigating the interaction style of a teacher. Their task was to give feedback to the teachers who participated in the inquiry and discover how the interaction models of novice teachers differ from their pupils' versions, alternatively among particular classes. The questionnaires were distributed to the teachers and simultaneously to the pupils of two chosen English classes they teach. The data from the pupils' questionnaires were completed by means of short informal unstructured interviews with these pupils. The outcomes were subsequently compared during the qualitative part via semi-structured interviews with novice teachers which also served as data completion. The intention was to create an overall depiction of classroom interaction based on the point of view of both sides – the teacher and his or her pupils.

KEY WORDS

interaction style, teacher authority, novice teacher, communication in a classroom, experience of a teacher, ideal teacher