

Abstract

The work deals with the experience of online teaching at the lower secondary school in the English language subject. This is a qualitative research investigation carried out by semi-structured interviews with English language teachers. The work contains authentic testimonies of respondents, experiences and their experience of distance learning in the autumn and winter of 2020. It presents profiles of individual respondents with their quotes. It also discusses the resulting topics such as online teaching in the general sense, where it describes what online teaching means to teachers as a concept, what they imagine underneath, etc. It lists the main circumstances that may have influenced online teaching, from a teacher's point of view. The work is provided with a theoretical framework that mainly approximates the role of communication in online teaching, the motivation of pupils to learn and also presents the results of other research investigations already carried out into distance learning. The main research questions are: how teachers experienced online teaching; what positive and negative aspects were brought about by online teaching in the eyes of teachers; what behavioural or attitude changes were shown by pupils in the online environment in the eyes of the teacher. Research shows that online teaching in autumn and winter 2020 was the first ever experience of this type of teaching for 50 % of respondents. The research also mentions the positive and negative aspects of online teaching from the perspective of the teachers questioned. The possibility of even online teaching to perform and share sound while teaching has been mentioned by teachers as the greatest benefit. On the contrary, he sees the greatest negative in the lack of interpersonal contact and in the different preparation for online teaching.

Keywords

Distance teaching, online teaching, lower secondary school, qualitative research, structured interview, English teacher