

**CHARLES UNIVERSITY IN PRAGUE**  
**FACULTY OF EDUCATION**

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**BACHELOR THESIS**

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**Further Education of English Language Teachers  
in the Czech Republic**

Prague 2010

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## Prohlášení:

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V Praze, 7. dubna 2010

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Petra Kacafírková

## Poděkování

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Na tomto místě bych ráda poděkovala paní magistře Marii Bojarové za podnětné rady, ochotu a trpělivost při vypracování této bakalářské práce.

## **ABSTRAKT**

Práce se zabývá dalším vzděláváním kvalifikovaných učitelů angličtiny v České republice. V teoretické části je postupně rozebrána závaznost tohoto vzdělávání a jeho nezbytnost, což je doplněno stručným historickým vývojem dalšího vzdělávání pedagogů. Následně práce poukazuje na různé typy a možnosti dalšího vzdělávání. V empirické části je potom pozornost věnována vlastnímu výzkumu – shrnutí a interpretaci dotazníků, pomocí kterých bylo zkoumáno, jak se k tomuto problému staví samotní učitelé; zkoumána byla jejich ochota, uvědomělost, preference a v neposlední řadě přístup školy.

## **ABSTRACT**

The thesis deals with further education of qualified English language teachers in the Czech Republic. The theoretical part concerns the obligation of further education as well as its necessity, the historical background of teachers' education follows next. The paper mentions the types and ways of the professional development of teachers. The practical part focuses on the research – summary and interpretation of the findings of the questionnaire which was designed to explore the attitude of teachers towards this issue, it explores their willingness, awareness and preferences of further education and, last but not least, the attitude of schools.

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# INTRODUCTION

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This thesis deals with further education of English language teachers in the Czech Republic. Thus the main question is how fully qualified teachers of English language from the Czech Republic can further develop their skills in methodology, class management and the language itself. The main reason for choosing this theme was the fact that as a teacher trainee I am receiving good knowledge in these respects and theoretically I am aware of which qualities make a good teacher, but I also admit that I cannot be satisfied with the bare theory and that there is always space for development. I acknowledge that my whole professional life will be about striving to be better. What are then my possibilities of achieving it?

I started to be more interested in this theme after having read an article in the *Respekt* weekly which discussed the importance of further education of teachers. Among others it described the research of TIMSS (Trends in International Mathematics and Science Study) from the year 2007 which implied that the knowledge of Czech children is not satisfactory and it also showed that the better results were reached by children from the countries that have precise systematic state support of teachers' further education. This finding became another impulse for me to start thinking about this issue.

The aims of the thesis are the following: firstly, to stress the necessity, importance but also obligation of further education of English language teachers; secondly, to inform about the ways and possibilities of further education and more importantly, to explore the real situation in the Czech Republic. Thereby a questionnaire research has been undertaken to ascertain teachers' preferences, willingness and real options in their professional development. However, it has to be admitted that there are also some limits to the research as it had to be done within the bounds of possibility. The reason for these limits is the fact that it is impossible to include a large number of teachers in the research, so only a representative sample could be included and

also, unfortunately, we cannot consider all answers of teachers as absolutely accurate, so a certain degree of unreliability should be taken into account.

As to the structure, the work is divided into two main parts – theoretical and practical part. In the theoretical part the aim is to support the fact of necessity of further education of teachers and it also focuses on the historical background and some ways of teacher development. The practical part focuses on the questionnaire research: the findings are presented and analysed.

I believe that this thesis could be beneficial to teacher trainees who are interested in their future possibilities of development, to in-service teachers who want to do their job properly and want to advance their skills even more and also to head-teachers who care about the school development and development of educational system in the Czech Republic as a whole; and of course to anybody who may be interested in this theme.



# THEORETICAL PART

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## 1. FORMAL STATEMENTS AND OBLIGATIONS

Professional development seems to be natural for most teachers. Great many teacher trainees admit – at least those who consider the teaching profession as a vocation – that their studies are not over when they obtain their master's degree and they realize that they will have to continue with enriching their knowledge in their branch after graduation as well. Before focusing on ways of professional development of English language teachers, it is advisable to find out if there are any obligations and limits. In this sense The Collection of Law of the Czech Republic is the essential document for the follow-up analysis.

### 1.1. Act No. 563/2004

The first reference could be found in the Act No. 563/2004 Collection of Law, on Pedagogical Staff and on the Amendment to Some Other Acts. Especially Section 24 should be mentioned since it includes some information about Further Education of Pedagogical Staff. This Section stipulates the duty of continuing education to teachers. According to this section, the organisation of further education depends mainly on head-teachers and it also shows the admissible ways of teacher development, which include self-education and educational institutions on the basis of accreditation granted by the Ministry. It also expresses that evidence of the completion of further education is a certificate issued by an educational institution which organised the program (The Collection of Law).

### 1.2. Regulation No. 317

The Regulation No. 317 from 2005 includes some information about professional development of teachers and pedagogical workers as well. Section 1 defines types of further education, where can be found also a part about *study for amplification of specialist qualification*, which is important for

this thesis. Furthermore, Section 10 describes continuing education. According to this paragraph, continuing education includes mainly development in general pedagogy, pedagogical and educational psychology and methodology, protection of health and also language education of pedagogical workers. Section 10 also informs about the form and a length of the continuing education. It can be a seminar or a course; however, four lessons are a minimum (Regulation 317/2005).

### **1.3. White Paper**

Further education of teachers is also one of the strategy goals of so-called White Paper – National programme for the development of education in the Czech Republic: “Continuing education and self-education of educational staff is an important characteristic of the teaching profession, its right and duty, and one of the fundamental criteria for assessment of teacher quality” (White Paper, 2001). As the Czech Republic is a member of the European Union, its regulations and recommendations influencing our educational system have to be taken in to account.

However, the regulations do not stipulate any punishment and the situation can be much more complicated in practice. And as Bohumíra Lazarová points out in her publication *Cesty dalšího vzdělávání učitelů*: “Many other questions concerning organisation of teacher development, its effective financing, giving free days to workers and clearer interconnection to career development are still in the forms of appeals” (Lazarová 8, translation P.K.).

Head-teachers are responsible for selecting and sending employees to courses or seminars. As has been mentioned before, teachers and pedagogical workers are required to educate themselves further by law but generally, the heads of schools share the opinion that it usually depends on mutual agreement of the employer and the employee.

## **2. IMPORTANCE OF PROFESSIONAL DEVELOPMENT**

### **2.1. Public problem**

There is no doubt that teachers are fully qualified and capable of teaching immediately after graduation. So in this respect further education of teachers does not seem to be necessary. However, there are still many debates on this topic and many organisations are engaged in it, which indicates that teacher development is beneficial. And as Milan Bareš implies in his presentation (from the conference on the 60<sup>th</sup> anniversary of the founding of Faculty of Education at Charles University in Prague), it is generally believed that professional development of teachers is rather a public problem than a personal thing. He explains: “Professional development of pedagogical workers is an indispensable means of communication of national educational policy, it is also an essential presumption of successful school reform because only the teachers themselves are upholders of changes and progress in the educational system” (39, translation P.K.). At this point it should be mentioned that social changes and development appear in all human activities, in education as well, so the natural response to it can be seen precisely in the professional development of teachers.

Teachers are required to develop their skills also due to the continuing development of the world. Jiří Votava adds that nowadays teacher development is based on the idea of “a teacher as a lifelong learner, a flexible person motivated not only to refresh his or her academic skills and knowledge but to develop new skills and competences (50)”. He also implies that in the future the cooperation with the society and the connection between the world of school and the world of work will be highlighted much more than individual-oriented development as it used to be before (50).

### **2.2. Theory and practice**

Practice and experience is widely recognized as the most significant way of teacher development. Teachers improve their teaching skills through everyday

practice, through tasks and problems which they are about to solve all the time. However, good practice has to be supported by good theory; it means that if teachers want to do their job properly, they have to be aware of methodology, methods and approaches. The importance of the connection between theory and practice is expressed very well by B. Kumaravadivelu since he writes that it is important “to theorise from practice and practise what they (teachers) theorise” (35).

Also Luke Prodromou supports the above statements in his article *The Good Language Teacher*: “Experience and practice are of course indispensable, but they make more sense in the light of research ...” (22). He also indicates that theory should serve as the general basis because it allows creating also new ideas and techniques. Further, he shows some ways of language teacher development. On the one hand he recommends reading magazines, journals and handbooks for teachers and on the other hand he also emphasizes active participation for instance by joining a special-interest group, association of language teachers and attending conferences (23).

### **2.3. European Union – European law and recommendations**

The Czech Republic has been a member of the European Union since 2004 so since that time we have to consider the EU perspective. As the significance of professional development of teachers is being discussed, what the European Union says about it cannot be left out. Enriching education is one of the main strategy goals of the EU. In this sense teacher development is considered to be highly important, which is corroborated by the fact that many programs of teacher development are supported and also some recommendations of European Commission are submitted. Jiří Votava summarizes it this way: “The European Commission recommends all teachers to be graduates from higher education institutions. Every teacher should have the opportunity to continue their studies to the highest possible level to achieve progression within the profession”(49).

### 3. WHO IS A GOOD TEACHER

#### 3.1. Standards of good teachers

It is a well known fact that the quality of teachers is the basis for quality of classes and education. However, defining a quality teacher can be highly complicated. The Czech Republic is still in the middle of defining standards of a good teacher. Vladimíra Spilková, a member of a working group of the Accreditation Commission, who engages in teachers' standards, expresses it in an interview for *Učitelské noviny* this way: "We already know what basic education is but the definition of a quality teacher is still missing" (14, translation P.K.). According to Spilková, great many debates are necessary to be held for defining good and appropriate standards. It is important to develop the universal system of teacher evaluation linked to a career system with certifications (15).

Furthermore, it has to be acknowledged that standards of a good teacher depend in a large extent on the society. Jaroslava Vašutová writes in her publication *Profese učitele v českém vzdělávacím kontextu* that the society determines the profile of a teacher. She explains that the profile depends on what moral support and faith teachers are given. It means that characteristics of teachers stem from the fact which characteristics the society wants teachers to have. According to her, the society also determines the legislative and material conditions for teachers and financial assessment as well (Vašutová 21).

There are no doubts that demands on the quality of teachers' work are increasing. In this sense teacher development seems to be necessary and as Milan Slavík points out in his article *Development of Teachers' Competences* it has to be linked to evaluation: "The professional standard will fill out its meaning as long as it is thoroughly connected with teacher evaluation and it will be included in the system of educator professionalism" (66). He also defines professional standard as a normative base of competence of teachers and explains its differences: "Competences are being achieved during the

process of the professional career by experience and education. And Professional standard represents essential criterion for quality evaluation “(66).

### **3.2. Evaluation**

General discipline concerning evaluation of teaching is called education/instructional process evaluation. Its main focus is on an analysis of the process and conditions of education in school and nonschool environment (Průcha 24). The concentration will be on evaluation of teacher efficacy which belongs to this discipline and is more vital for the study. In the past the education process evaluation used to be done by inspectors who went to observe the lessons and their feedback was based mainly on their subjective experience and conceptions. So it could not be relied on absolutely (Průcha 64). Fortunately, several changes have been made since the 1960s; firstly the main role of inspectors is rather monitoring and advisory (consultant); secondly there has been great improvement in recording and in evaluating techniques as well (Průcha 65). There are two main techniques of evaluation: objective (observation) and subjective (participation). In observation the observer monitors the lesson, notices and records predefined data, which are measurable. So in this respect this technique is much more objective than participation, which is on the contrary based on reporting of participants – either and mainly self-reporting of teachers, where they try to evaluate their teaching activities, or learners’ reporting. However, Průcha does not consider the first nor the second the best and he sees the optimal solution in a combination of these two techniques (67). At this point it is important to mention also the evaluation of the learning environment, which is measured via questionnaires to find out how the learners and teachers experience, perceive and assess it (Průcha 76).

## **4. HISTORY OF FURTHER EDUCATION OF TEACHERS IN THE CZECH REPUBLIC**

### **4.1. Early beginnings**

The importance of teacher development is supported by the fact that it has its own rich history. Some important ideas about further education of teachers can be found already in work by J.A. Komensky. Nevertheless a fully comprehensive system in the Czech Republic began to develop at the end of the 18<sup>th</sup> century, when also a new system of education was created. Demands on teacher education started to be greater at that time. More importantly, the first pedagogical journals with theoretical studies were published and later also the first handbooks for teachers and specialized literature. Not only passively could teachers participate in their development but also actively since the first conferences took place, especially in the 1840s. In this respect, some important people as Karel Slavoj Amerling and brothers Josef and Štěpán Bačkora should be mentioned. Thanks to Amerling, the Teacher Institute called Budeč was founded in 1842. Many important conferences were organized there. Some of the results and knowledge from these conferences served later as the basis for a new educational reform in 1848 (Kohnová 32-33).

Another record of teacher development is included in Law 62 from 1869. It says that school journals, conferences and courses are the means of teacher development and should help teachers in their pedagogical practice. The law imposes a duty of participation in two kinds of conferences – small, regional ones, which took place at least once a year, and a large one where only the representatives were allowed to go and which took place every third year. In 1883 the Amendment to this law was introduced, which somewhat limited teachers' obligations; however, it seems that teacher development was still considered to be an essential part of the education system. Teacher development was elaborated further also during the First Czechoslovak Republic. Besides conferences and courses, there were also teacher

organisations which played an important role in professional development (Kohnová 34-37).

#### **4.2. After the Second World War**

An increasing interest in teacher development can be seen after the Second World War. Ivan Pavlov says in his presentation: "... new forms of teacher development come up, which were required by difficult school post-war situation and a great effort of teachers to raise their professional level" (Pavlov 10, translation P.K.).

An important step further was the fact that teacher education at university was introduced as a law. The foundation of The Research Institute of Education of J.A. Komenský in Prague is considered to be another important event. This institute managed associations of teachers which were in charge of raising qualification of teachers and thereby helped school authorities with teacher development. Other institutes for teacher development were gradually established together with laws and regulations which were introduced over time (Kohnová 38). The above mentioned laws emerged before the year 1989, so in this case a question should be asked if they were really useful for teaching practice or if they were just instrumental to the communist ideology. However, Jana Kohnová points out that they can be considered as relevant: "The ideological diction reveals in varying degrees in the legislation but we have to state that the documents from the late eighties, except for several ideological amendments, we can consider as relevant material for departmental provision of teacher development" (Kohnová 40, translation P.K.).

#### **4.3. After the year 1989**

There was a great interest of teachers in their professional development after the year 1989. Although the law from 1991 stipulated closing down of many institutions for teacher development, thanks to the initiative of teachers and teachers' willingness, some of them were re-established or new ones were established (Kohnová 102-125). However, Jana Kohnová admits that although



the Ministry of Education agreed on re-establishing and establishing new institutions, there was not any concept or system of teacher development (126). A similar remark can be found in the publication by Vladimíra Spilková *Současné proměny vzdělávání učitelů*. According to her, the significance of teacher development in the transformation of the system of education was underestimated after the Velvet Revolution. She supports her statement by the fact that no basic comprehensive strategy of pre-service and in-service teacher development had been designed before the year 1995 (Spilková 116).

#### **4.4. New directions 1995-2000**

The Ministry started to discuss the first concept of teacher development properly in 1994 and 1995. Thereby the program “Teacher” appeared. Later there was an academic discussion on this program and proper institutions and educators could express their opinion of it. It is important to mention the third part of this program as it describes teacher development, its function, types, institutions, financial provision, evaluation and efficiency. However, this program was not fully supported by legislation and conversely Kohnová points out that further Government Regulation had a very negative effect on working conditions of teachers and it stirred up strong protests among them (126-134).

Another great change was made in connection with the division of the state into 14 self-governing territorial regions in 2000. In this sense the old institutions were closed down and new ones were established at the level of new larger regions. Kohnová in this respect implies that the lack of system and organisation at the level of the state is a great insufficiency (140-141). To conclude this part it has to be acknowledged that ten years after this transformation and twenty years after the Velvet Revolution we are still waiting for comprehensive and active support for teacher development, its standards and evaluation from the Ministry.

#### **4.5. Present-day tendencies**

As it was mentioned in chapter one, there are already laws and regulations concerning teacher development. It was also said that as a member of the European Union the Czech Republic has to consider its regulations. However, it was also implied that it was still in the process of development and many great changes have to be made. The fact that teacher education needs encouragement mainly in these days is supported also by the article *Teaching Profession* by Jiří Votava, where he writes: “In current post-modern era, every teacher has to deal with competition of many very attractive and effective sources of information. This reality enfeebles traditional authority of schools and teachers”(48). He also adds that there is a more traditional approach to students in post-communist countries and teachers tend to receive a higher social position and a higher status (48).

However, Milan Bareš indicates some negatives and problems of contemporary teacher development in the Czech Republic. Firstly, there is no connection between a completion of courses and career development. There are not any significant statistics and analysis of teacher development – its efficiency, content of programs, a number of participants. We still do not know how to deal with self-education because there is no system of its accreditation. Milan Bareš would also prefer more long-term programs of teacher development. He suggests it should be more clearly arranged so that the clients are less confused by it. Another reproach to system of teacher development in the Czech Republic includes its organisation. It is necessary to improve the system of evaluation of courses or programs and certification of lecturers (40).

### **5. TYPES OF TEACHER DEVELOPMENT**

There are many ways of teacher development. The offer of programs is growing as the competition is increasing. The offer differs according to the provider of teacher development; each organisation or institution has its own special characteristic and its own pros and cons, as it will be discussed below.

However, firstly it has to be mentioned that a continuing education of teachers can be divided into two groups. Firstly, there are courses and educational programs. The accreditation by the Accreditation Commission is required for these individual programs. This type of teacher development is the most widespread these days and many organisations – departmental and non-departmental – are engaged in it. The second type is methodological cooperation of educators, which is based on the systematic activities of methodologists and school management. This type of teaching development is optimal at the level of small regions (Kohnová 71-72).

## **5.1. Providers of further education**

This part will now distinguish providers of teacher development proceeding from Milan Bareš's presentation. In the first place there is the state educational institution called National Institute for Further Education. Also universities, their faculties or specialized institution of further education, which cooperate with universities, engage in further education. Furthermore, there are regional education institutions and schools. Finally, not-for-profit and commercial organisations cannot be omitted (Bareš 41).

### **5.1.1. National Institute for Further Education (NIFE)**

The National Institute for Further Education is considered to be the basis for further education of teachers in the Czech Republic. It is a contributory organisation (příspěvková organizace) of the Ministry of Education, Youth and Sports. This organisation is very important as it has the national range with fourteen detached workplaces in individual regions. The advantage of the national range can be seen in the fact that by means of this organisation some noticeable changes in education can be initiated and teacher development can increase at the level of the whole state. So in this sense, the themes which are in focus of this organisation usually cover the problems and issues that are about to be solved flexibly and on a nation-wide level. The director of NIFE, Milan Bareš, states that their priorities must be based on The White Paper,

long-term conceptions of development of the state and regional education and also essential EU documents concerning education (42). He also explains the function of NIFE as “a comprehensive nation-wide reaching targets in the area of further education, which arise from the government resolution, new educational legislation and which are defined by the Ministry as the priorities of the state educational policy” (41, translation P.K.).

Finance seems to be a great advantage of NIFE. NIFE tries to minimize the costs of teachers so these programmes are provided free of charge or with minimum costs for trainees since the educational programmes are funded from the budget of the Ministry of Education, Youth and Sports (further MOEYS) and from European Social Fund. MOEYS supports so called development programmes – e.g. “Pedagogical Studies” and European Social Fund provides resources for national projects – e.g. “Gate to Languages”, which is discussed further.

#### **5.1.1.1. Gate to Languages**

NIFE provides short-term and long-term programmes. English teachers can choose from a variety of seminars and workshops focused on methodology of foreign language teaching. The most comprehensive programme for language teachers at a national level is called the “Gate to Languages” and it is a long-term project. This national project firstly took place during the years 2005-2007 but as it was very successful, it continues further and currently this project is still available in two regions. Originally the project “Gate to Languages” had three target groups. The most important for this thesis is the second group – qualified teachers of foreign languages who want to improve their knowledge. It seems that there is still space for improving the language skills of teachers as the main coordinator of this project, Anna Kameníčková, said in the interview for *Učitel'ské noviny*: “It turned out that not always is the language level of the teachers appropriate, although they have studied the language at the university” (7, translation P.K.). However, this project is not concentrating only on improving language skills, but it covers also

methodology. Moreover, methodology is emphasised and it is much more important in the second target group of this project (Kameníčková 5).

### **5.1.2. PAU**

Another organisation, which is striving to help with improving educational system in the Czech Republic, is a civic association – PAU, which means: The friends of engaged teaching. This organisation addresses mainly individual schools from all regions of the Czech Republic and offers further education focusing on teacher's class work, head-teachers' school work and reacts to the issues of everyday educational practice, so PAU offers consultancy as well. In terms of financing there is a great advantage as the programs have accreditation of MOEYS, so in this sense the further education can be supported by resources which the school receives from the state. However, individual teachers can apply on their own. Teachers can become members or friends of PAU and so contribute to reaching its goals (PAU Online).

### **5.1.3. NAEP**

As a member of the European Union, the Czech Republic can take an advantage of the active international cooperation. In this respect, NAEP plays the essential role. The National Agency for European Educational Programmes is a contributory organisation which was established by the Czech Ministry of Education in 2007 as a part of Centre for International Services MOEYS. NAEP considers as its main goal providing information about educational programmes in the EU and about other international activities. Not only does it provide information and consultancy, but it also organizes national and international seminars and conferences. NAEP is also responsible for implementation of the Lifelong Learning Programme, which contains among others the Comenius program (NAEP Online).

### **5.1.3.1. Comenius**

Teachers are one of the target groups of the Comenius program; to be concrete, of the part of this program which is focusing on further education of teachers. This program provides the possibility of attending a course, conference or training abroad and in this sense NAEP differs from the other organisations. Not only do teachers have the possibility to improve their language and professional skills but they also get to know different educational systems in Europe. The duration of a course is minimally five workdays and it can be a purely language course or a language-methodology course and it takes place in the country where people speak and teach the target language. It is important to emphasize that NAEP is not an organizer of any educational courses, but only a mediator. The financing should not be a great problem for teachers as they can apply for grants through NAEP for the programmes which are organized by other organisations.

To the question if teachers are well informed about the possibilities which NAEP offers, the coordinator of the program Comenius – further education of teachers – Martina Fantová answers that besides the websites they can get the information on info days when NAEP provides the information for schools or special seminars for a concrete target group. Martina Fantová also points out that the head-teachers do not have any directions of sending teachers to programmes and if the course takes place during the school year every school solves the problem of teacher's absence from work in their own way. However, a certain interconnection with a school is apparent since the approval of participation in educational programmes by the head-teacher or school authorities is required when a teacher is applying for the grant (Fantová).

### **5.1.4. Further possibilities of English teacher development and self-education**

Besides the above mentioned organisations, there are other ways for teachers to support their professional development. There is no doubt that conscious teachers would strive for their development with the view of improvement in

the quality of their lessons and thereby increasing the standard of education in the country as a whole. The conviction about this statement can be supported by the fact that many teachers join together and form discussion groups and even associations in which they discuss everyday issues of their teaching subjects, exchange their experience and express their opinions. As an instance, there is a civic association AMATE (Association of Teacher Educators) which joins together English and other language teacher educators from the Czech Republic. To become a member of this association you have to be a fully qualified teacher with a minimum of five years of practice and you have to have some experience with further education. On the contrary, another association – ATECR (Association of Teachers of English of the Czech Republic) offers – as they claim on their website – a membership to all persons teaching English at all kinds of schools and other institutions, state or private, as well as freelance teachers, of any nationality, working in the Czech Republic.

In addition, many websites offer possibilities of self-education in terms of methodology as well. For instance, the British Council provides Teaching English website funded by the British government and it serves as theoretical and practical basis for English language teachers from all over the world with much information about professional development and training and with space for discussions. Another provider is BBC which offers educational portal *BBC Learning English* that focuses on learners as many activities for them are provided but there is also a section for teachers which includes useful advice and ideas. In this connection it is important to mention also the methodological portal of The Research Institute of Education of Prague which offers E-learning courses and more importantly, online observations of various lessons, included English lessons as well.

# PRACTICAL PART

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## 1. THE AIMS

In the text above the necessity of teachers' further education and teachers' possibilities of professional development have been discussed. The next task is to focus on how it works in everyday practice and possibly identify some problems. Hence this part of the thesis concentrates on teachers themselves since on the basis of teacher development also educational system as a whole can be developed, as has been emphasised many times above. A questionnaire research has been conducted to explore the experience teachers have with professional development. The aim of the research was mainly to detect teachers' preferences. The other aim was to show how schools are involved in professional development of their teachers. The research was also designed to find out if teachers are willing to educate themselves further, it means if they try to be initiators of their professional development. Last but not least, the focus was on teachers' awareness of their possibilities to develop their skills and, naturally, its impact on practice.

### 1.1. Hypotheses and questions of the research

#### 1.1.1. Main hypothesis

The main hypothesis of the research suggests the obligation of continuing education of fully qualified teachers: **English language teachers are supposed to further educate themselves during their in-service teaching.**

The formulation of the hypothesis is based on the Collection of Law of the Czech Republic, to be concrete on the Act No. 563/2004, which imposes the obligation of further education to all teachers. In this sense it has been tried to find out whether teachers are aware of this obligation, if they take actions in this respect and what is the frequency of their further education. In the questionnaire particularly questions no. 1, 4 and 10 concentrate on this issue.



### **1.1.2. Second hypothesis**

Also other hypotheses which are linked to the main one and support it have been formulated. The second hypothesis considers head-teachers and their contribution to professional development of teachers: **Head-teachers will organize English language teachers' further education according to a system.**

This hypothesis is also supported by the Act No. 563/2004 as it says that further education of teachers depends mainly on head-teachers and they should organize it. So the research concentrated on the fact if it was so in practice, if this organisation of further education was suitable for teachers and if they were satisfied with it. The answers to these questions are visible under no. 2-8 of the questionnaire. Question no. 6 is also very important in this respect as it inquires whether further education is undertaken arbitrarily or according to a precisely defined plan.

### **1.1.3. Third hypothesis**

The third hypothesis focuses on professional advancement of teachers: **There will be a connection between further education of English language teachers and their career advancement.**

This hypothesis stems from the national programme for the development of education in the Czech Republic – the White Paper. Continuing education of teachers would appear as an essential condition of this development. In the research especially the teachers' opinions were in focus. If they feel that their further education is connected to their career development – which is shown in question no. 7. However, an accent was put on the question whether further education either organized by the head-teacher or by the teachers themselves is somehow awarded by the head-teacher – that is detected in questions no. 8 and 14.

### **1.1.4. Other questions and problems involved in the research**

Besides the above mentioned hypotheses, the research has investigated also many other issues about the professional development of English language teachers. One of the things which has been emphasised is whether teachers are willing to further

develop professionally on their own initiative and if so, under what conditions. In particular questions no 9-13 deal with this issue. Another focus was also on the teachers' awareness of possibilities of further education that indicate questions no. 15 – 17. Question no. 20 explores the usage of the obtained skills and then question no. 21 the motivation of teachers for their professional development.

## **1.2. Research**

### **1.2.1. Method**

A questionnaire was chosen as the most suitable method for this thesis. The main reason for this choice was the fact that it is a quantitative method so in this way data from a large number of people can be gathered. The questionnaire was designed to be simple for teachers to respond. Thereby the questionnaire consists of 21 entries, mainly closed ones, when teachers were about to choose one or more options from the offer. In some cases there is also the possibility to add some commentary on their choice.

### **1.2.2. Target group**

As has been indicated earlier, fully qualified teachers of English language from the Czech Republic were the target group of the research. In order to select a representative sample, the purpose was to include male and female, experienced and non-experienced in-service teachers. The focus was also on teachers from Prague as well as from small towns. There were no preferences in type of school as long as it was a state school, so it could be a primary school as well as a secondary or a grammar school where target teachers are in service.

The total sample thereby includes 37 English language teachers, 6 men and 31 women of the age from 26 to 59 with a pedagogical practice from one year to 36 years. 22 teachers from this sample teach at a secondary school or a grammar school and 15 are from primary schools. As to workplaces, 17 teachers are from Prague schools and the rest of the respondents come from Česká Lípa, Děčín,

Hradec Králové, Kutná Hora, Letohrad, Prachatice, Rumburk, Varnsdorf, Velký Šenov and Vrchlabí.

## **2. SUMMARY OF THE FINDINGS**

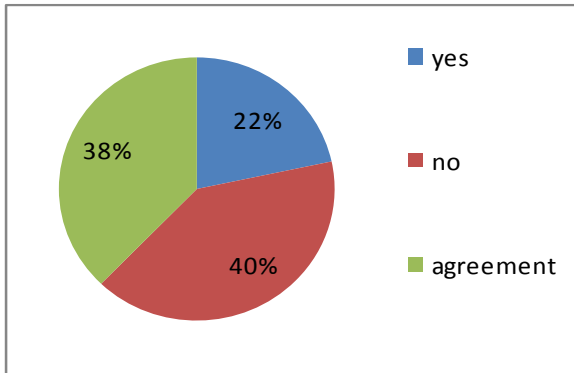
### **2.1. Obligation and frequency of further education**

It appears that a great majority of teachers are well aware of the obligation of their continuing education. To be more specific, 94.59% of the respondents express that they have to further educate themselves during their in-service teaching, whereas only 5.41% do not agree with it. At this point it is advisable to mention the frequency of professional development. In this case, 85.71% of teachers, whose further education is organized by the head-teacher or depends on the mutual agreement between them, admit that they attend some kind of further education once a year or more, and 14.29% of teachers claim that it is less than once a year. As to the teachers' initiative in their professional development, 80.65% of teachers who engage in their professional development on their own have engaged at least once, but more importantly, 19.35% have engaged in it more than five times.

### **2.2. Head-teachers' contribution**

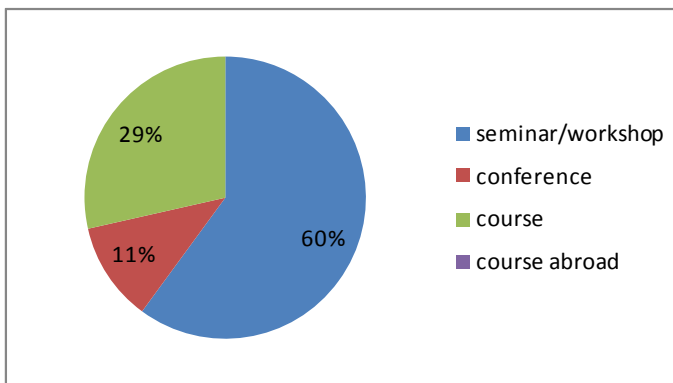
Although the head-teachers' contribution to further education of teachers is required by law, it seems that it is not so at every school since only 21.62% answered positively and 40.54% of teachers said that their further education is not organized by their head-teachers. As it can be seen from fig. 1, the rest of the respondents, it means 37.84% said that it depended on the mutual agreement between the teacher and the head-teacher.

**Figure 1**



The following findings consider answers from teachers whose further education is organized by the head-teacher and where it depends on mutual agreement. 72.73% of these respondents find the further education organized by the head-teacher fairly satisfactory and 9.09% even very satisfactory, whereas 18.18% find it somewhat unsatisfactory. As to the type of professional development, fig. 2 describes the preferences of schools which are the following: a seminar (workshop) seems to be the most frequent type as it reached 60.00% of selections, the second favourite is a course, which received 28.57% of selections, and also a conference was marked by teachers and got 11%.

**Figure 2**



An important question was if the further education organized by the head-teacher is organized according to a precise plan or if it is only arbitrary. In this case there was

not a great contrast as 59.09% of teachers' further education is arbitrary and 40.91% is organized according to a plan.

### **2.3. Connection to a career**

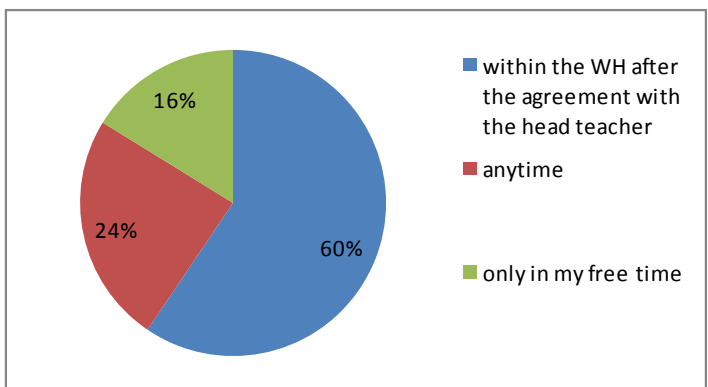
It is interesting that most respondents believe that their further education is somehow connected to their career as 66.67% of teachers agree and 14.29% even strongly agree with this statement, whereas 19.05% of teachers disagree. To the question if their engagement in the further education influences their salary only 14.29% of teachers said "yes" and the answer of majority of teachers, in our case 85.71%, was "no". However, most of them, 64.86%, feel that their own initiative and effort to develop their skills further is or would be somehow awarded by the head-teacher.

### **2.4. Further analysis**

#### **2.4.1. Teachers' willingness to engage in professional development**

It seems that great many teachers are interested in their professional development, as 83.78% of the respondents answered that they have been the initiators of their further education. The rest, it means 16.22% have not been so initiative and they state that mainly lack of time or lack of financial resources are the reasons for it. Only one person of all answered that he is not interested in it. It is important to add that not only are teachers interested in their professional development and try to take action in this respect, but in most cases they also are willing to support their further education financially, to be more specific 67.57% agree and 5.47% even strongly agree with this statement, whereas 27.03% of teachers disagree. The research focused also on the time availability of teachers' professional development and as fig.3 indicates, it was shown that slight majority of teachers have possibility to further educate themselves within the working hours after the agreement with the head-teacher – precisely 59.46%; 24.32% can engage in their professional development anytime and 16.22% of the respondents have this possibility only in their free time.

**Figure 3**



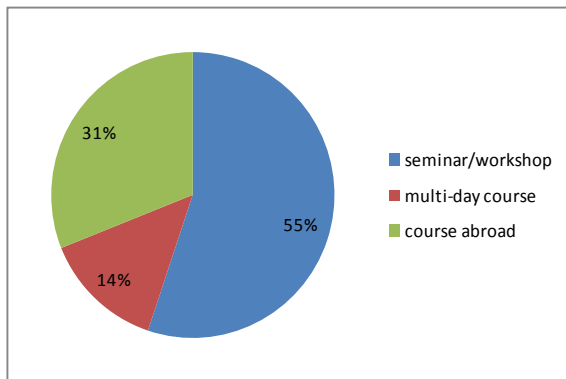
### **2.4.2. Teachers’ awareness of their possibilities**

The fact that teachers themselves are interested in their professional development is supported by the finding that 56.14% of them receive the information about their possibilities of professional development only on their own. However, in this respect a school plays an important role as well, as 43.86% teachers said that they were informed by the school. Teachers mainly feel sufficiently informed about their possibilities; to be more concrete, 21.62% strongly agree and 43.24% agree with this statement, whereas 29.74% disagree and 5.41% strongly disagree. The next task was to find out what the scope of further education in the Czech Republic is. It appears that most teachers see the offer of professional development rather positively as 13.51% find it excellent and 67.57% good. However, 18.92% of teachers are not so satisfied and they marked the offer as poor.

### **2.4.3. Teachers’ preferences, usage in practice, motivation**

As to the teachers’ preferences of type of further education, it can be seen from fig.4 that a seminar (workshop) appeared to be the most favourite as it got 55.17% of selections. As the second popular seems to be a course abroad, which received 31.03%, and 13.79% of selections left for a multi-day course.

**Figure 4**

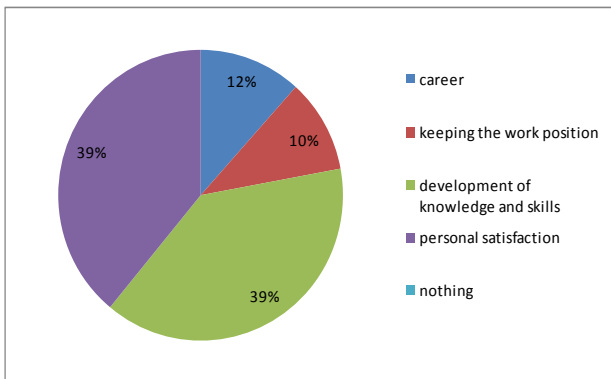


There are not great differences in preferences of the content of further education as 41.94% of teachers would engage in further education concentrating on methodology and didactics, 37.10% of teachers would appreciate the focus on language improvement, and 20.97% of teachers are interested in organisation of teaching and class management.

A very satisfactory finding was that a great majority of teachers, 94.59%, use the obtained skills in practice and only 5.41% do not. The usage in practice is rather connected to methodology and didactics as it got 54.90% of selections but also the obtained language skills seem to be beneficial in practice as this option was chosen by 45.10% of the respondents.

An important task was also to explore what the motivation of further education of teachers is. As fig.5 shows, personal satisfaction and development of knowledge and skills are equally the strongest motivation of teachers' further education as both received 38.96%. The other motive is a career advancement with 11.69% and also keeping the work position with 10.39%.

**Figure 5**



### **3. INTERPRETATION OF THE RESULTS**

#### **3.1. Evaluation of hypotheses**

To start with, it appears that the first hypothesis was confirmed by the research and teachers are indeed aware of the obligation of their continuing education. The lack of awareness in a couple of cases might have been caused by the minimum of practice as rather beginner teachers had chosen this option.

On the contrary, the second hypothesis was disconfirmed. The research has shown that although the law says something else, in practice only some teachers depend fully on the head-teacher's organisation as to their professional development, and in many cases it depends on their mutual agreement. However, what is surprising is that even more teachers admit that the head of the school does not play any role in their professional development. The positive thing is that in general, teachers are satisfied with the offer of further education of schools. A seminar (workshop) appears to be the most frequent among schools and among teachers as well. However, slight differences in preferences between schools and teachers can be found, as teachers chose a course abroad as the second popular type, whereas as to the school preferences a course abroad was not selected by teachers at all.

A great problem, which the research has shown, is the arbitrariness of further education of teachers. As has been said in theoretical part of this work, it is



necessary to develop a precise system of professional development of teachers to help with defining standards of a good teacher and improve the evaluation of them. More than a half of the respondents stated that their further education was not organized according to a plan, and there is a question whether this kind of further education, it means arbitrary, is advisable and if it has the required effect.

The research has also shown the positive attitude of teachers towards the meaningfulness of their professional development. Although the majority of the respondents admit that their having attended some kind of further education would not influence their salary, they feel some connection between their professional development and their career and more importantly, teachers in general think that their effort would be somehow awarded. These opinions of teachers lead to the conclusion that it would appear that teachers hope in the improvement of the system of evaluation and it also indicates that some changes have been already implemented as some teachers says that they can receive incentive payment.

### **3.2. Other questions**

Not only are teachers interested in their professional development and try to be the initiators of that, but in most cases they are also willing to support their further education financially, which indicates that teachers themselves realize the necessity and importance of it and so the main idea of this work is thereby supported. As to the teachers' time possibilities of their professional development, the findings at the first sight seemed to be fairly satisfactory. As has been shown earlier, more than a half of the respondents can attend some kind of further education within working hours after the agreement with the head-teacher and some teachers have this possibility even anytime. However, it is difficult to identify how much this possibility is used in practice and whether it has not got any negative impact on the employee. It seems alarming that almost one quarter of the respondents do not have even this possibility and they have to use only their free time for their professional development which could be demotivational and many teachers could be discouraged by that.

Let's focus now on the teachers' awareness of their possibilities of the professional development and their evaluation of the offer, which, as the research has shown, is related to it. The respondents answered that they obtained the information about their possibilities only on their own initiative or only from the school and some teachers stated both ways. Overall, the option – *I receive the information on my own* – was selected slightly more times than *from the school*. Another noteworthy finding is the fact that the respondents who receive the information about the offer only on their own consider the scope of the offer of further education rather poor and in some cases good, whereas the respondents who are informed only from the school consider the scope good. However, the respondents who get the information both ways marked the scope as good but in many cases as excellent. It would appear that the evaluation of the scope directly depends on the degree of teachers' awareness of the offer.

It has been mentioned that mainly the course of methodology and didactics would be preferred by teachers, but also language course and course on class management would be chosen by many of them. More importantly, what teachers prefer they also use in practice, so it would be advisable to let teachers choose what kind of further education they would like to attend.

The last thing which should be discussed is the teachers' motivation of their professional development. Teachers seem to be very conscious of the necessity of their professional development which can be supported, among others, by the fact that most teachers feel development of knowledge and skills and personal satisfaction as the prime motivation of their engagement in further education. In other words, not only do teachers admit that they have to keep enhancing their knowledge but they also feel the need of doing that. The fact that teachers mostly feel as the motivation of their further development *personal satisfaction* and *enhancing knowledge and skills* rather than *career development* and *keeping the work position* could be seen as the uniqueness of this occupation.

### **3.3. Final summary of the research and recommendations**

To sum up, the two of the three hypotheses were confirmed. The disconfirmation of the second hypothesis has shown that the one thing is the theory and the other the practice as many of the teachers' attending of further education depends on mutual agreement between the head of the school and the teacher. It seems to be appropriate since, as the research has shown, teachers know the best what they need in practice to develop and what would be suitable and beneficial for them. However, the head-teacher should definitely play a role in that to avoid the arbitrariness of the further education. As to the third hypothesis, teachers feel that their professional development is connected to the career advancement, which however, cannot be precisely defined as it was not specified by teachers and in this respect teachers are still waiting for some changes and improvement. An important finding was the fact that teachers themselves are interested in their professional development and that they also feel the necessity of that. The main recommendation which stems from the research could be that schools should improve the teachers' awareness of their possibilities. Another appeal can be addressed to teachers as they could be even more interested in their professional development and try to take advantages of their possibilities as much as they can.

## CONCLUSION

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People learn all their life. This paper has tried to show that this statement can be definitely applied to teachers. In the theoretical part it was highlighted how necessary and important the professional development of teachers is and this was also later in the practical part supported by the research and teachers themselves. The main hypothesis was confirmed and thereby it was proved that teachers are aware of the obligation of their continuing education and it has also been shown that they realize its meaningfulness. The next concerns in the theoretical part were the ways of professional development and the practical part then focused on the fact whether teachers are aware of these possibilities and how they use them in practice. The practical part further explored teachers' preferences and willingness to develop professionally. It is important to add that in general, there were not great differences in answers as to the type of school and place, gender, age and pedagogical experience of the respondents.

Teachers appear to be very responsible to their profession and further development which is a positive finding and good news for the Czech educational system since, as has been indicated, teachers themselves are the upholders of change and progress. And that is precisely why teachers would deserve much more attention and support from the state. Definitely, some changes or at least attempts are in store for us and we can hope that eventual advances will take place as soon as possible.

It would appear that some new questions have emerged to be discussed in connection to the research. For instance, it would be advisable to further explore self-education of English language teachers because in this respect there are not any findings and there has been no system of its accreditation yet. Another further analysis could include also the head teachers' point of view. The focus could be on their roles in the organisation of teachers' professional development, how they are engaged in it and whether there are any difficulties in practice.

Surprisingly, there was a slight problem with finding the proper respondents, especially at primary schools, as many of them lack fully qualified English

language teachers. So it could be also another issue to be focused on, whether there are sufficient fully qualified teachers and if not, how their further education is solved and provided.

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## **APPENDIX I**

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A questionnaire – as it was presented to teachers:

**QUESTIONNAIRE: FURTHER EDUCATION OF QUALIFIED ENGLISH  
LANGUAGE TEACHERS**

---

Workplace (school, place – town, city):

Pedagogical experience (number of years):

Gender:

Age:

**INSTRUCTIONS:**

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Please choose the answer which is the most suitable for you. In some cases there is more than one possibility.

1. Do you have to further educate yourself during your in-service teaching?
  - a.  Yes
  - b.  No
2. Is your further education organized by your employer (headmaster)?
  - a.  Yes
  - b.  No – If this is your answer, please go straight to question no. 9 (leave out questions no. 3 - 8)
  - c.  It depends on our mutual agreement
3. This organisation of my further education is
  - a.  Very satisfactory
  - b.  Fairly satisfactory
  - c.  Somewhat unsatisfactory
  - d.  Very unsatisfactory

Give some commentary, if possible:

4. What is the frequency of your further education organized by the headmaster?
  - a.  Once a year and more
  - b.  Less than once a year
  - c.  Other, please specify:
5. What form of further education is preferred at your school?
  - a.  Seminar/workshop
  - b.  Conference
  - c.  Course
  - d.  Course abroad
  - e.  Other, please specify:
6. My further education arranged by headmaster is
  - a.  Organized according to a precisely predefined plan
  - b.  Arbitrary
7. My further education is somehow connected to my career development
  - a.  Strongly agree
  - b.  Agree
  - c.  Disagree
  - d.  Strongly disagree
8. Does your participation in an education program influence your salary?
  - a.  Yes  
Specify how, if possible:
  - b.  No
9. Have you ever been an initiator of your further education?
  - a.  Yes – If this is your answer, please go straight to question no. 10 and leave out question no. 11
  - b.  No – If this is your answer, please go straight to question no. 11 and leave out question no. 10
10. What has been the frequency of your further education initiated by yourself?
  - a.  1- 5 times

i. Please specify the type:

- b.  More than 5 times  
i. Please specify the type:

11. Why not?

- a.  I am not interested  
b.  I do not have enough financial resources  
c.  I do not have enough time  
d.  Other, please specify:

12. I am willing to financially support my further education

- a.  Strongly agree  
b.  Agree  
c.  Disagree  
d.  Strongly disagree

13. I have the possibility to further educate myself

- a.  Only in my free time  
b.  Within my working hours after the agreement with the headmaster  
c.  Anytime

14. My effort to educate on my own initiative is/would be awarded by headmaster

- a.  Yes  
b.  No

15. I receive the information about possibilities of my further education

- a.  From school  
b.  On my own  
c.  I am not interested

16. I feel informed sufficiently about all my possibilities of further education

- a.  Strongly agree  
b.  Agree  
c.  Disagree  
d.  Strongly disagree

17. What is the scope of further education for English teachers?

- a.  Excellent  
b.  Good  
c.  Poor

18. What form of further education do you prefer?

- a.  Multi-day course  
b.  Seminar/workshop  
c.  Course abroad  
d.  Other, please specify:

19. What should be included in a programme of further education according to my priorities?

- a.  Methodology and didactics  
b.  Improving my language skills

- c.  Organization of teaching (class management, lesson planning...)
  - d.  I do not know
20. Do I use the obtained knowledge in practice?
- a.  Yes – In which respect?
    - i.  Methodology and didactics
    - ii.  Improving my language skills
    - iii.  Other, please specify:
  - b.  No
    - i. Can you give a reason:

21. What is the motivation for my further education?
- a.  Career
  - b.  Keeping the work position
  - c.  Development of knowledge and skills
  - d.  Personal satisfaction
  - e.  Nothing

THANK YOU FOR YOUR TIME AND CONSIDERATION TO ANSWER THESE QUESTIONS

## **APPENDIX II**

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Some selected samples of filled questionnaires:

**QUESTIONNAIRE: FURTHER EDUCATION OF QUALIFIED ENGLISH  
LANGUAGE TEACHERS**

---

Workplace (school, place – town, city): Praha, ZS

Pedagogical experience (number of years): 27

Gender: male

Age: 53

**INSTRUCTIONS:**

---

Please choose the answer which is the most suitable for you. In some cases there is more than one possibility.

1. Do you have to further educate yourself during your in-service teaching?
  - a.  Yes
  - b.  No
2. Is your further education organized by your employer (headmaster)?
  - a.  Yes
  - b.  No – If this is your answer, please go straight to question no. 9 (leave out questions no. 3 - 8)
  - c.  It depends on our mutual agreement
3. This organisation of my further education is
  - a.  Very satisfactory
  - b.  Fairly satisfactory
  - c.  Somewhat unsatisfactory
  - d.  Very unsatisfactory

Give some commentary, if possible: Dependent on the offer and financial situation of the school budget.

4. What is the frequency of your further education organized by the headmaster?
  - a.  Once a year and more
  - b.  Less than once a year
  - c.  Other, please specify: occasionally - sometimes even twice a yer
5. What form of further education is preferred at your school?
  - a.  Seminar/workshop
  - b.  Conference
  - c.  Course
  - d.  Course abroad
  - e.  Other, please specify: on-line courses and discussions in teacher forums
6. My further education arranged by headmaster is
  - a.  Organized according a precisely predefined plan
  - b.  Arbitrary
7. My further education is somehow connected to my career development
  - a.  Strongly agree
  - b.  Agree
  - c.  Disagree
  - d.  Strongly disagree
8. Does your participation in an education program influence your salary?
  - a.  Yes  
Specify how, if possible: finanical awards
  - b.  No
9. Have you ever been an initiator of your further education?
  - a.  Yes – If this is your answer, please go straight to question no. 10 and leave out question no. 11
  - b.  No – If this is your answer, please go straight to question no. 11 and leave out question no. 10



10. What has been the frequency of your further education initiated by yourself?

- a.  1- 5 times
  - i. Please specify: Summer Institute for teacher trainers, ELT Conferences, EFL Seminars, Extended - study, On-line Courses for EFL teachers, Oversea courses.
- b.  More than 5 times
  - i. Please specify:

11. Why not?

- a.  I am not interested
- b.  I do not have enough financial resources
- c.  I do not have enough time
- d.  Other, please specify:

12. I am willing to financially support my further education

- a.  Strongly agree
- b.  Agree
- c.  Disagree
- d.  Strongly disagree

13. I have the possibility to further educate myself

- a.  Only in my free time
- b.  Within my working hours after the agreement with the headmaster
- c.  Anytime

14. My effort to educate on my own initiative is/would be awarded by headmaster

- a.  Yes
- b.  No

15. I receive the information about possibilities of my further education

- a.  From school
- b.  On my own, I inform myself
- c.  I am not interested

16. I feel informed sufficiently about all my possibilities of further education

- a.  Strongly agree
- b.  Agree
- c.  Disagree
- d.  Strongly disagree

17. What is the scope of further education for English teachers?

- a.  Excellent
- b.  Good
- c.  Poor

18. What form of further education do you prefer?

- a.  Multi-day course
- b.  Seminar/workshop
- c.  Course abroad

- d.  Other, please specify: Any form which is qualified is good for teachers.

19. What should be included in a programme of further education according to my priorities?

- a.  Methodology and didactics
- b.  Improving my language skills
- c.  Organization of teaching
- d.  I do not know

20. Do I use the obtained knowledge in practice?

- a.  Yes – In which respect?
  - i.  Methodology and didactics
  - ii.  Improving my language skills
  - iii.  Other, please specify: Exchange of the obtained experience with colleagues.
- b.  No
  - i. Can you give a reason:

21. What is the motivation for my further education?

- a.  Career
- b.  Keeping the work position
- c.  Development of knowledge and skills
- d.  Personal satisfaction
- e.  Nothing

THANK YOU FOR YOUR TIME AND CONSIDERATION TO ANSWER THESE QUESTIONS

## **QUESTIONNAIRE: FURTHER EDUCATION OF QUALIFIED ENGLISH LANGUAGE TEACHERS**

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Workplace (school, place – town, city): Gymnázium J.K.Tyla, Hradec Králové

Pedagogical experience (number of years): 1

Gender:female

Age:26

### **INSTRUCTIONS:**

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Please choose the answer which is the most suitable for you. In some cases there is more than one possibility.

1. Do you have to further educate yourself during your in-service teaching?
  - c.  Yes
  - d.  No
2. Is your further education organized by your employer (headmaster)?
  - d.  Yes
  - e.  No – If this is your answer, please go straight to question no. 9 (leave out questions no. 3 - 8)
  - f.  It depends on our mutual agreement
3. This organisation of my further education is
  - e.  Very satisfactory
  - f.  Fairly satisfactory
  - g.  Somewhat unsatisfactory
  - h.  Very unsatisfactory

Give some commentary, if possible:

4. What is the frequency of your further education organized by the headmaster?
  - a.  Once a year and more
  - b.  Less than once a year
  - c.  Other, please specify:
5. What form of further education is preferred at your school?
  - a.  Seminar/workshop
  - b.  Conference
  - c.  Course
  - d.  Course abroad
  - e.  Other, please specify:
6. My further education arranged by headmaster is
  - a.  Organized according to a precisely predefined plan
  - b.  Arbitrary
7. My further education is somehow connected to my career development
  - a.  Strongly agree
  - b.  Agree
  - c.  Disagree
  - d.  Strongly disagree
8. Does your participation in an education program influence your salary?
  - a.  Yes  
Specify how, if possible:
  - b.  No
9. Have you ever been an initiator of your further education?
  - a.  Yes – If this is your answer, please go straight to question no. 10 and leave out question no. 11
  - b.  No – If this is your answer, please go straight to question no. 11 and leave out question no. 10
10. What has been the frequency of your further education initiated by yourself?
  - a.  1- 5 times

i. Please specify the type:

b.  More than 5 times

i. Please specify the type:

11. Why not?

a.  I am not interested

b.  I do not have enough financial resources

c.  I do not have enough time

d.  Other, please specify:

12. I am willing to financially support my further education

a.  Strongly agree

b.  Agree

c.  Disagree

d.  Strongly disagree

13. I have the possibility to further educate myself

a.  Only in my free time

b.  Within my working hours after the agreement with the headmaster

c.  Anytime

14. My effort to educate on my own initiative is/would be awarded by headmaster

a.  Yes

b.  No

15. I receive the information about possibilities of my further education

a.  From school

b.  On my own

c.  I am not interested

16. I feel informed sufficiently about all my possibilities of further education

a.  Strongly agree

b.  Agree

c.  Disagree

d.  Strongly disagree

17. What is the scope of further education for English teachers?

a.  Excellent

b.  Good

c.  Poor

18. What form of further education do you prefer?

a.  Multi-day course

b.  Seminar/workshop

c.  Course abroad

d.  Other, please specify:

19. What should be included in a programme of further education according to my priorities?

a.  Methodology and didactics

b.  Improving my language skills

- c.  Organization of teaching (class management, lesson planning...)
  - d.  I do not know
20. Do I use the obtained knowledge in practice?
- a.  Yes – In which respect?
    - i.  Methodology and didactics
    - ii.  Improving my language skills
    - iii.  Other, please specify:
  - b.  No
    - i. Can you give a reason:

21. What is the motivation for my further education?
- a.  Career
  - b.  Keeping the work position
  - c.  Development of knowledge and skills
  - d.  Personal satisfaction
  - e.  Nothing

THANK YOU FOR YOUR TIME AND CONSIDERATION TO ANSWER THESE QUESTIONS