Abstract

The thesis deals with the subject of the role of the teacher in low-threshold courses of Czech for foreigners provided by The Centre for Integration of Foreigners (CIC). The thesis is divided into a theoretical and empirical part. The theoretical part is divided into three main parts.

The first chapter explains the term “low-threshold”, which is later put into context of foreign language education organized by the state or non-profit organizations. We focus mainly on NPK CIC. We cover how the courses are built, what is their content and what are the specific of (large) heterogenous classes.

The second chapter focuses on adult education in general. We cover the basic of adult education and introduce the key competencies that are developed at NPK.

The third chapter covers the adult’s teacher. It defines who the teacher is and what his competencies are. We also compare the demands that the teacher has to meet in schools or when they are a teacher at NPK. The chapter covers the role of the teacher and analyses the usage of these models in the environment of NPK. Attention is also paid to team teaching.

The empiric part deals with the description of the results and implementation of qualitative research. The aim of this research was to find out how the teachers view their role at NPK that substantially differs from standard courses.

Key words

teacher’s role, low-threshold courses, heterogenous classes, Czech courses, adult education, education of foreigners