

## **Abstract (in English)**

This diploma thesis focuses on the use of reversed roles in the classes of English language at the secondary technical school. It aims to outline the benefits and possible disadvantages of the method which involves the exchange of roles between student and teacher from the teaching pupil's point of view as well as the perspective of his/her learners. Associated sub-objectives have been determined in order to find out the degree of motivation and willingness of the pupils to accept their new role, the influence of a changed perspective on perceiving the subject matter and the teacher's position in the educational process. The purpose of the thesis is to find out whether this method could be utilized to revitalize the teaching process, activate students during their classes, increase their motivation while learning the subject matter in an alternative way and improve their skills and competencies. Last but not least, there is a presumption of a benefit for the educationalist who, due to exchanged roles, can take a closer look into the needs and preferences of his/her pupils. For the purpose of the research, a qualitative approach has been chosen which will be preceded by the study of theoretical sources and their selection in compliance with the aim of the thesis. The data shall be obtained through questionnaires, observation and an interview with the sample of 3rd-grade students of secondary technical school. The research shall be concluded with an analysis of the results and recommendations for teaching practice.

## **Key words (in English)**

flipped classroom, peer instruction, peer coteaching, reversed roles, motivation in learning, innovation in teaching, student-centered learning approach, skills and competencies