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SPORT JAKO MOTIVACE K UČENÍ ANGLICKÉHO JAZYKA NA SPORTOVNÍCH ŠKOLÁCH

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Thesis

SPORT AS A MOTIVATOR FOR LEARNING ENGLISH LANGUAGE AT SPORT ORIENTED SCHOOLS

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Plzeň 2015

Tato stránka bude ve svázané práci Váš původní formulář *Zadáni dipl. práce* (k vyzvednutí u sekretářky KAN)

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ABSTRACT

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This thesis deals with the topic of motivation in English language learning by students, whose future may be influenced by professional sport. This thesis is composed of two elemental parts. In the background part, the term motivation is described from various points of views, with the emphasis being put on the educational motivation and possible ways to increase and maintain it by students via different motivational strategies. The research, which was conducted by 14 different athletes, is described in the second, practical, part of the thesis. The research, realized by means of interviews and questionnaires, explore students´ level of motivation to learn English language and how is the motivation influenced by their engagement in sports with taking into consideration their aspiration level in a particular sport. Based on the results of the research, it is concluded that surveyed students are mostly influenced by sport in a positive way. At the very end of this thesis there are some possible suggestions how to use this influence in teacher´s advantage in order to achieve better results in second language acquisition.

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I. INTRODUCTION

Over the last decades, English has become significant part of everyday life. It is a dominant international language, which is used across all spheres of society and because of that, it is required to learn English as effectively as possible. This is one of the reasons why I have chosen this topic. The second reason is that I enjoy sports in general and I would like to discover the relation between these two aspects. The focus is set on how the engagement in sport affects the motivation to learn a foreign language. It is well established belief among most researchers that motivation is crucial in students´ learning. Therefore this thesis offers various definitions of motivation and its related theories, clarifies the role, which the motivation plays in successful language learning and, eventually, proposes specific suggestions for increasing students´ motivation with the aid of sport.

This thesis is composed of two main parts. The first part is called Theoretical Background, where the theoretical basis for the research is provided. This part begins with the definition of the term *motivation*, where various definitions are given. Afterwards, there are defined various motivational theories, which help the reader understand how the motivation actually functions. At the end of the theoretical part are described educational motivational strategies dealing with positive influencing of student´s motivation.

The second, practical part presents the inquiry of the motivation to learn English by 14 young students and athletes. The practical part consists of three sections. The first section is called Methods and it describes the research methodology, concretely how is the research performed, realized and evaluated. The participants and explorative methods are described here as well. Results and Commentaries is the second part and it provides the actual analysis of the data obtained through the interviews and questionnaires. The third part is called Implications and it suggests the practical use of information obtained via the research part.

At the very end of this thesis, there is the chapter called Conclusions and it summarizes the whole work and its findings revealed through the research.

II. THEORETICAL BACKGROUND

In this part the basic terms and concepts, which are connected with this thesis and essential for understanding the main topic of the work: sport as a motivator for learning English at sport orientated schools are explained. Firstly, the focus is set on the concept of motivation in general. Different perspectives of motivation are presented and various theories of motivation are covered as well. The theory of motivation is then applied in the field of pedagogy, particularly at sport orientated schools. In the following part the theoretical background which is necessary to be familiar with for motivation in pedagogy, including differentiation of generally used means of motivators in education is provided. In the subsequent part of the theoretical background the information about sport is given, because it is important to understand all three elements of this thesis which are interconnected throughout the whole work– motivation, pedagogy and sport.

Motivation

The term motivation originates from the Latin expression "movere", which can be translated into English as "to move". Regarding the term motivation by itself, there is a great deal of various definitions all around the world, more or less distinct from each other. Nevertheless it can be said, that all of them are, in essence, the same, because after comparison, they all have a common core and that is that the motivation is an inner force which drives the individuals forward in all aspects of their life. Motivation regulates human behavior and actions towards certain goals or objectives. It is the sum of all components, which influence the individual´s e.g. positive or negative feelings, curiosity, pleasure or, on the other hand, lack of interest or displeasure etc., and all these components affect the human determination to intentionally do or not to do something.

According to Nakonečný (1998), motivation operates on three different levels. These levels can be identified as follows:

- Directing human behavior towards a certain goal (motivation can either direct us towards a specific direction or, on the other hand, turn us away from it);
- Energizing human behavior, which determines the intensity of one´s action;
- Maintaining conducted behavior, which lasts until the determined goal is achieved.

Motivation significantly determinates human behavior, besides in many other things, within an educational process, which has a direct influence upon learning effectiveness as well. Here are some definitions from various authors to provide different insight into this issue. Brown (1994) describes motivation as "an inner drive, impulse, emotions or desire that moves one to a particular action" (p. 152). According to next definition by Maehr & Meyer (1997), "Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior" (p.3). And here is how Holeček, Miňhová & Prunner (2003) define motivation - motivation could be understood as a sum of factors, which stimulates, directs and regulates the behavior of the individual.

In the field of the language learning can be motivation defined as follows:

"what makes students want to learn languages and what causes them to put forth the effort to persist in this difficult adventure" (Oxford, 1996, p. 1)

"the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (Nunan, 1999, p. 232-233)

Types of motivation

Besides the various theories of motivation which are explained in the subsequent chapter, motivation is divided in different ways, depending on which factors plays a dominant role when influencing the human behavior. The first type of division is the distinction between internal or intrinsic motivation and the external or extrinsic motivation. It is necessary to deal with this distinction, because in learning in general, thus in learning of English language, intrinsic and extrinsic motivation plays a key role when the learner wants to acquire the knowledge effectively. As Gottfried (1990) states, "Children who have well developed intrinsic motivation are more likely than others to demonstrate strong conceptual learning, improved memory, and high overall achievement in school".

This distinction is also closely related to the Self-Determination Theory by Edward L. Deci and Richard Ryan (1985). Self-Determination Theory points to a significant motivational difference in situations when we can determine our goal by ourselves and in situations when a goal is given by another person. Depending on these situations, two types of motivated behavior are distinguished - a self-determined action and a controlled action. The difference between these two actions is that by the first type, man acts on the ground of his or her own decision and choice, that means spontaneously and authentically, without any

pressure and stress which results in experiencing freedom and pleasure. The situation is quite different from the controlled action, where one is limited by demands from others and he/she must fulfil the assigned tasks which eventually gives rise to negative emotions like nervousness, tension and pressure. The main difference is that by a self-determined action, the intrinsic motivation is greater than it is by a controlled action. Needless to say that intrinsic motivation is essential for successful learning.

Intrinsic Motivation

Ryan and Deci (2000) defined intrinsic motivation as follows: "Perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn"(p. 70). When we apply the previous definition of motivation in the field of education, intrinsically motivated students do not learn because they have to, but because they want to and learning by itself presents a source of knowledge and thus learning satisfies the student´s primary need for cognition, which will be further clarified in subsequent chapters. The intrinsic motivation positively influences school performance and the quality of acquiring knowledge. In other words, students who are interested in what is taught, focus better and are not so quickly tired with learning. Consequently, in most cases, those who are intrinsically motivated are potentially better students than those who are not affected by this type of motivation.

Extrinsic motivation

In cases when the behavior is motivated by external rewards and incentives, we talk about the extrinsic motivation. Extrinsic motivation is driven by external reasons, e.g. learn to be praised by the teacher, achieve good grading, please one´s parents, or gain admiration from the one´s peers. Ryan and Deci (2000) distinguish these two types of motivation as follows, "The term extrinsic motivation refers to the performance of an activity in order to attain some separable outcome and, thus, contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself"(p. 71).

Therefore knowledge by itself is not the primary motive of the student´s efforts, it is these external circumstances, which force the students to learn and to try harder in their behavior. The major disadvantage of extrinsic motivation is that it affects the student only for the given time, that learning represents the instrument for achieving the targeted external reward, which the student wants to accomplish. That implies that students who learned e.g.

English at high school are not likely to continue in learning and further improving their abilities in this field, after they leave the school, if their reason for learning second language was just to get good grades.

The extrinsic motivation can be further divided in positive motivation and negative motivation. As the division implies, the positive motivation is connected with positive feelings and an example can be considered any kind of reward, e.g. money, compliment, soma kind of benefits, etc., on the other hand, the negative motivation is connected with the unpleasant expectation of some kind of punishment if an individual does not meet the given demands. In the case of negative motivation, it can function as a strong motivational factor and it can potentially force us to achieve better results, but only in short-term scenario. Facing negative motivation over a long period of time could be very demotivating and even damaging. In the field of education, this kind of motivation is particularly inappropriate, because it causes anxiety and stress by the students.

If we consider the student´s motivation from this point of view, it suggests that when students learn language voluntarily, the more they will be motivated and thus they will devote more effort to it. But this claim does not factor extrinsic motivation, which is very important as well.

Both types of motivation need to be taken into account when learning a foreign language. In the past, intrinsic and extrinsic motivation were considered as elements which exclude one another and it was presumed, that the presence of extrinsic motivation decrease the intrinsic motivation. But eventually, this opinion was proved false. Both types of motivations are getting into very complex relations in all aspects of life. Even though the intrinsic motivation is required, it cannot be always present by the student and that´s where the extrinsic motivation comes into effect. Despite the fact, that when a student is fully engaged in certain subject and has a genuine interest in that particular field, thus the student is intrinsically motivated, in the lesson there always occur numerous tasks, which are boring, and there are not any reasons for the student to do it, but still it needs to be done. In this case the external motivation is very useful, for example in the form of a grade, or other reward. Also there is always a possibility, that through extrinsic motivation, the student can become intrinsically motivated.

<center>**Theories of Motivation**</center>

To understand what reasons drive an individual e.g. in school, work, sport or in personal life, there are theories of motivation, which try to provide a universal explanation of such motives. Knowledge of these theories is very useful to master, because it might be used in practice to ensure better performance of an individual either by himself or by another person.

Maslow´s Hierarchy of Needs

Maslow´s Hierarchy of Needs as one of the most worldwide known theories of motivation was defined in 1943 by an American psychologist Abraham Harold Maslow. Maslow believed that people possess a set of motivational systems unrelated to the behaviorist theory of Operant Conditioning and its system of rewarding and reinforcing, or to Psychoanalytic set of unconscious desires. As a humanistic psychologist "Maslow´s interest was in trying to understand what motivates us to go about our lives and make the choices that we do" (Maltby, Day & Macaskill, 2010, p. 129). For this reason, Maslow started to perform his research, which has continually led to a present-day picture of human motivation. Maltby, Day & Macaskill (2010) address Maslow´s theory in their work, "He demonstrated that it was possible to organize these needs into a hierarchy. The needs lower in the hierarchy must be satisfied before we address higher level needs. From his observations, he suggested that a similar system existed for human beings. He described two distinct types of human motivations" (p. 129).

Overall motivation comprises from Deficiency motives (D-motives) and Growth or also sometimes called Being motives (B-motives). D-motives are human basic needs which need to be satisfied in order to ensure our survival. These needs are e.g. thirst, hunger and also the need for safety. If these needs are not fulfilled, we experience an unpleasant tension, which the humans are naturally programmed to seek ways of reducing. Once the D-motives are met, our actions are driven by B-motives. These motives are unique to each individual and unlike D-motives, they can be never fully satisfied. Through these motives we can pursue self-actualization and Maslow believes that these needs cause the development of a person´s potential. Among B-motives are needs like to love, to acquire new knowledge, to gain new experience etc. "Maslow felt that the personal growth involved in these B-motives was exciting and rewarding for the individuals and served to stimulate them further. This is a crucial difference between deficiency motives and growth motives. Deficiency motives create

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a negative motivational state that can be changed only by satisfying the need; in contrast, growth motives can be enjoyable, and satisfying these needs can act as further motivation to achieve personal goals and ambitions. In this way, deficiency motive are seen to ensure our survival, while growth needs represent a higher level of functioning that can result in us becoming happier, healthier and more fulfilled as individuals" (Maltby, Day, Macaskill, 2010, p. 130).

These motives, which are explained above, are hierarchically arranged in so called Maslow´s hierarchy of needs. As you can see in Figure 1, the human needs are arranged in an ascending order and in the shape of a pyramid, at the very bottom being those needs which ensure human survival and proper function of the organism – physiological needs and ,moving up to the top, being gradually safety needs, belongingness needs, esteem needs and the last, finally, needs for self-actualization. The result of this formation is that the lower needs have to be met before the upper needs are even acknowledged and thus begin to motive our behavior.

Here I provide more specific description of each level of the Maslow´s pyramid further supported with examples.

According to Maslow´s work *A Theory of Human Motivation* (1943) the physiological needs are the most important ones and they should be met first. Physiological needs are the biological requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. (e.g. air, water, food, sleep or clothing and shelter etc.).

Figure 1 Maslow´s Hierarchy of Needs (designed by Showeet.com, 2014)
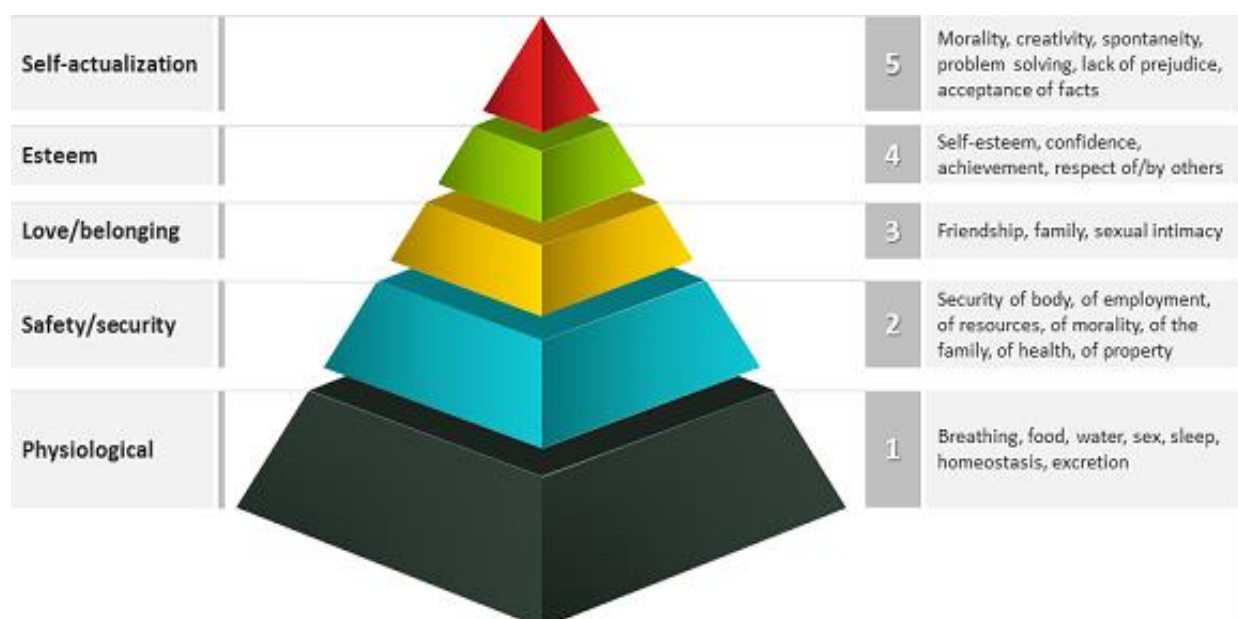
If the physiological needs are relatively well satisfied, a new set of needs emerges, which is called the safety needs. As it can be deduced from the name of these needs, they concern mainly with one´s safety. Safety or security needs include personal and financial security, health and general well-being and safety against accidents, injuries and illness as well.

As we move up to the third level, according to Maslow "the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve his goals. He will want to attain such a place more than anything else in the world and may even forget that once, when he was hungry, he sneered at love" (Maslow, 1943, p. 9). Friendship, love, intimacy or family are things that direct the human behavior at this level.

The next set of needs which affects the individual after love and belonging needs are gratified are esteem needs, and Maslow (1943) characterizes them as follows: "All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, (usually) high evaluation of themselves, for selfrespect, or self-esteem, and for the esteem of others. By firmly based self-esteem, we mean that which is soundly based upon real capacity, achievement and respect from others" (p. 10). Figure 1 displays additional needs at this level.

On the top of the pyramid there are needs for self-actualization. Maslow (1943) characterizes these needs by a simple sentence, which highlights the essence of these needs, "What a man can be, he must be" (Maslow, 1943, p. 10). Maslow (1970) described self-actualization in the following way: "It may be loosely described as the full use and exploitation of talents, capacities, potentialities, etc. Such people seem to be fulfilling themselves and to be doing the best that they are capable of doing, reminding us of Nietzsche's exhortation, "Become what thou art!" They are people who have developed or are developing to the full stature of which they are capable." (Maslow, 1970, p. 150)

If we consider student´s motivation from the Maslow´s point of view, it can be presumed that most of lower needs mentioned above are, in majority of cases, met, because in younger years these needs are attended primarily by parents. Thus we can omit physiological, safety/security and love/belonging needs, which leaves us esteem needs and self-actualization, which affects the student's motivation in all aspects of their life.

Since there is some criticism, concerning Maslow´s hierarchy, various psychologists have tried to improve it and address insufficiencies.

Alderfer´s ERG theory

One of the improved version which is worth mentioning was created by the American psychologist Clayton Alderfer, who is particularly known for further developing of Maslow´s hierarchy of needs. Alderfer´s ERG theory (E – existence needs, R – relations needs, G – growth), which was first published in 1969 in an article entitled An Empirical Test of a New Theory of Human Need, is in many aspects very similar to the Maslow´s theory. One could say that the only difference is that in the ERG theory, the five Maslow´s levels are merged in three. The ERG theory contains two pivotal alterations:

- It is possible for humans to be motivated by needs from more than one level at once;
- It is not always necessary to satisfy the lower level needs before you become motivated by the needs from the upper level.

Alderfer´s theory defines three incentives. E stands for existence needs, and they represent the necessity of satisfying the basic human needs. R stands for relations needs and represents the urge of interpersonal relations and cooperation. Finally, G stands for growth and it represents the needs for further personal and professional progress. See Figure 2, which graphically presents the differences between Maslow´s and Alderfer´s theory.

Figure 2 How Maslow´s and Alderfer´s Levels Relate (www.mindtools.com, 2015)

Expectancy theory

The last from the plethora of existing motivational theories to devote a closer look is the V. Vroom´s Expectancy Theory. As Vroom states in his book *Work and Motivation* (1964), the human efforts are influenced by the prediction of the future. If the future set goal is attractive and achievable, we feel motivated to continue in our efforts. In other words, human behavior results from conscious choices among alternatives, whose purpose is to maximize the pleasure and minimalize the pain. It is easily possible to summarize the Vroom´s theory in this simple equation: $M = E \times I \times V$ - that means that motivation (m) is multiplication of expectancy (E), instrumentality (I) and valence (V). Here are short descriptions of the individual elements:

- Expectancy: is the belief that one's exertion will lead to attainment of desired goals;
- Instrumentality: is the belief that a person will receive a reward if the performance expectation is met;
- Valence: is characterized by the degree to which an individual esteem a given result or reward. The valence relate to the value the individual personally places on the results. It can be $-1 \rightarrow 0 \rightarrow +1$, where -1 = avoiding the outcome, 0 = indifference to the outcome, 1 = welcomes the outcome.

Educational Motivation

It seems appropriate to introduce this chapter with a very fitting quote by former U.S. Secretary of Education Terrel H. Bell: "There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation."

In the preceding parts of this thesis was the focus set on general understanding of motivation. In this part is motivation discussed in a more focused way – motivation in the field of educational process, especially in second language (L2) teaching. Motivation in the education functions as a mean for increasing the effectivity of a didactic outcome of every student and it is further reflected in school success rate and classification. J. E. Ormrod (2011) in her work *Essentials of Educational Psychology* states that motivation in the educational process has several effects on how students learn and how they behave towards subject matter:

- Direct behavior toward particular goals;
- Lead to increased effort and energy;

- Increase initiation of, and persistence in, activities;
- Enhance cognitive processing;
- Determine what consequences are reinforcing;
- Lead to improved performance.

Surely, students´ motivation can alter due to a vast number of factors. Williams and Burden (1997) demonstrated the complexity of student´s motivation during a language lesson. Figure 3 shows how many aspects needs to be considered when teaching, and how many aspects are involved in the teaching process in general. They divide motivation into two main groups of factors - internal and external. Furthermore, they distinguish a large number of subcategories within these two groups of factors.

It is important to be aware, that besides Williams and Burden´s framework of L2 motivation, there are of course other motivational models, which characterize the motivational elements differently. That implies that motivation can be observed from various viewpoints, which do not have to be solely mutually exclusive and they can, on the contrary, support one another. From the other models, Gardner´s or Dörnyei´s motivational models can be mentioned, but they will not be further analyzed in this thesis. In my opinion Williams and Burden´s framework of L2 motivation, which is characterized by its logic and simplicity, is sufficient for understanding students´ motivation for L2 learning. With all this in mind, the teacher should use effective educational methods to maintain students' motivation at an adequate level.

Figure 3 Williams and Burden´s (1997) framework of L2 motivation (Dörnyei, 2001)

INTERNAL FACTORS

Intrinsic interest of activity
- arousal of curiosity
- optimal degree of challenge

Perceived value of activity
- personal relevance
- anticipated value of outcomes
- intrinsic value attributed to the activity

Sense of agency
- locus of causality
- locus of control re: process and outcomes
- ability to set appropriate goals

Mastery
- feelings of competence
- awareness of developing skills and mastery in a chosen area
- self-efficacy

Self-concept
- realistic awareness of personal strengths and weaknesses in skills required
- personal definitions and judgements of success and failure
- self-worth concern
- learned helplessness

Attitudes
- to language learning in general
- to the target language
- to the target language community and culture

Other affective states
- confidence
- anxiety, fear

Developmental age and stage

Gender

EXTERNAL FACTORS

Significant others
- parents
- teachers
- peers

The nature of interaction with significant others
- mediated learning experiences
- the nature and amount of feedback
- rewards
- the nature and amount of appropriate praise
- punishments, sanctions

The learning environment
- comfort
- resources
- time of day, week, year
- size of class and school
- class and school ethos

|The broader context
- wider family networks
- the local education system
- conflicting interests
- cultural norms
- societal expectations and attitudes

Integrative and Instrumental Motivation

Next division of motivation is presented in the paper Attitudes and motivation in Second language Learning by Lambert and Gardner (1972). They distinguish integrative and instrumental motivation.

Integrative motivation refers to the desire to acquire the language because the learners want to connect with other people and their culture, engage in the foreign community, therefore they need to be able to communicate with them via the second language.

Instrumentally motivated learners are learning second language for clearly practical reasons. These reasons may be: get a better job, progress to advanced study, get some kind of salary bonus or be simply higher educated. Ur (2012) addresses this division in her book *A Course in English Language Teaching*, "The original Canadian study found that integrative motivation was the more important of the two. More recent studies of learners of English in different countries, however, have found the opposite" (p. 10). Between these two separate researches have passed considerable amount of years and that may be the cause of the change. The role of English has changed substantially and during these years, English has become the international language used all around the world and, furthermore, it is the key requirement for most superior professions, therefore English functions as an instrument to gain higher social status and income.

However, as it is with the extrinsic and intrinsic motivation, instrumental and integrative motives do not exclude one another. Gardner (2001) notes that "it is possible for an individual to feel that both sets of reasons apply to him or her" (p. 10). It means that a learner can be both instrumentally and integrativelly motivated.

Secondary Needs as Educational Motivators

The dominant intrinsic source of motivation in school performance is a sphere of needs, especially the secondary needs. Needs are the most influential intrinsic motivational elements. They are characterized as a feeling of deficiency or excess, which is perceived as unpleasant and thus the individual is forced to rectify such a state. According to Hrabal and Kozéki (1982) are these needs primarily developed during an early life within one´s family and with a further development of an individual and with experiences with concrete situations the inner structure of the needs sphere differentiate to specific needs, which are bound to specific circumstances and activities. These needs are then further developed in the school environment.

Pavelková (2002) distinguishes three main sources of didactic activity, and these are: the cognitive needs, the performance needs and the social needs. On the grounds of these needs are distinguished cognitive, performance and social motivation. Cognitive motivation is based on the need of acquiring new knowledge and on the need of problem solving. The social needs are satisfied through the positive social relations, which have significant effect during the educational process. Performance needs are reflected during all activities and they are strongly influenced by the difficulty of the tasks and also by the learner´s results in previous activities and his or her aspiration level.

Cognitive Motivation

Lokša and Lokšová (1999) consider cognitive motivation as an elemental component of motivation for learning. If these needs are systematically developed, they become one of the permanent sources of personal growth. Cognitive needs include the need of meaningful receptive cognition and the need for searching and solving problems. If the teacher is successful in arousing these needs by his or her students, then the students can become intrinsically motivated in learning.

Cognitive needs have to be nourished throughout the educational process. The most effective way to do that, is by problem teaching, which makes the students to find the answers on presented problems by themselves. Tasks which are new, surprising, ambiguous, unusual or mysterious can arouse cognitive motivation as well.

If the cognitive motivation is developed by the students, the school work then become autotelic for them, which means that the satisfaction is brought not only by reaching the goal, but also by the activity which leads to it. According to Hrabal (1978), teaching which do not promote cognitive needs of learners, necessarily leads to boredom and indifference, if other needs are not present.

Performance Motivation

Performance motivation is one of the components of motivational structure within an individual and it is an aspect which determines success rate of the school performance. This particular motivation is associated with aspiration level and future goals which direct the behavior of an individual.

Performance motivation is based on two types of needs, need to achieve success and need to avoid failure. These needs were firstly introduced by H. A. Murray (1938) in his work *Explorations in Personality* and they were further developed by psychologists D. McClelland

(1961). The learner´s performance is determined by a predominance of one of the performance needs. The predominance of one need is generated during one´s early life and the strongest influence carries family education, especially how is the individual evaluated by his or her parents. Positive assessment and encouraging results in development of need to achieve success. That, of course, goes for the schools assessment as well. On the contrary discouraging, negative assessment and criticism leads to the development of the need to avoid failure.

Presence of the dominance of the need to achieve success by the individual is characterized by a strong goal orientation and a tendency not to give up in one´s efforts. Their work is systematical and well planned in advance. They accept a competition as a strong motivator. They are oriented on moderate task, which they are able to accomplish. On the other side, they are avoiding simple and also the most complicated tasks, which do not carry any significant motivational impact for them.

The behavior of the individual with the dominance of the need to avoid failure is rather evasive. Such individuals consider the presence of assessment and competition as stressful, which has a negative impact on their performance. Pavelková (2002) describes that such driven individuals work apprehensively, and the main motivator for work is fear. If they achieve success, they have tendency to justify it by external circumstances, i.e. luck or coincidence. Pupils with such need will try to avoid the situation, where they can be exposed, altogether. But where the avoidance is impossible, these students search for tasks where the success is guaranteed – easy tasks, and vice versa, where no one is able to succeed – the most complicated tasks.

Social Motivation

Social motivation results from social needs, which are, besides other things, developed in the school environment and they function as a strong external motivation for learning. Social motivation arises and develops through actualization of the social needs in a social interaction. The teacher through his or her style of lesson management influences the motivational atmosphere in the classroom and, simultaneously, affect the formation of learner´s social motivation. Among social motivation belong several needs. The most influential are need for identification, need for affiliation, need for social influence and need for prestige. The manner of social interaction is determined by which needs prevail within an individual.

<center>**Motivational Strategies**</center>

Dörnyei (2001) states that "Because human behavior is rather complex, there are many diverse ways of promoting it – in fact, almost any influence a person is exposed to might potentially affect his/her behavior" (p. 29). For that reason, there exists motivational strategies – techniques that promote student´s goal-related behavior. In other words, the motivational strategies refer to motivational influences that are intentionally applied in a classroom to attain some systematic and stable positive effect.

When dealing with motivational strategies, it is important to keep in mind, that every learner is unique, and therefore, what works for one can easily fail for others. "Motivational strategies, even those which are generally the most reliable, are not rock-solid golden rules, but rather suggestions that may work with one teacher or group better than another, and which may work better today that tomorrow" (Dörnyei, 2011, p. 30).

Dörnyei (2001) in his work *Motivational Strategies in the Language Classroom* addresses one motivational strategy in detail. Figure 3 contains a schematic representation of components of the motivational teaching practice in a L2 classroom. This motivational approach is composed of the four key units, each with its own sub-areas.

- Creating the basic motivational conditions;
- Generating initial motivation;
- Maintaining and protecting motivation;
- Encouraging positive retrospective self-evaluation.

Nevertheless, before we analyze each of these components separately, according to Dörnyei (2001), it has to be noted that in order to these strategies function effectively, there are three conditions which have to be met:

- Appropriate teacher behaviors and a good relationship with the students;
- A pleasant and supportive classroom atmosphere;
- A cohesive learner group with appropriate group norms. (p.31)

Creating the Basic Motivational Conditions

On the basis of a survey conducted by Dörnyei and Czisér in 1998 concerning motivational techniques, the teacher is considered the single most important element in educational motivation.

The teacher applies many various methods to increase students´ motivation. It is the teacher, who can, on one side, encourage the students to learn with greater interest in the

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issue, or, on the other side, it is the teacher, who can discourage them from learning and thus be the cause of their loss of motivation. To motivate the students to learn, mainly when they are not intrinsically motivated, is a complicated process, which demands lots of knowledge and know-how on the side of the teacher. Because the motivation is a notion of vast complexity, the teacher needs to know all the aspects of it, which includes the ways of positive stimulation.

To be able to do that, the teacher has a wide range of diverse methods. Dörnyei (2001) describes numerous motivational aspects which are at disposal to the teacher. As for the teacher´s behavior, Dörnyei (2001) believes that it is important for the teacher to be full of enthusiasm and to be completely engaged in his or her field. This enthusiasm and engagement may have a positive impact on the student´s level of involvement. Obviously, if the teacher does not take his or her work seriously, students will most likely feel the same about it, and they will not feel motivated at all. It is important to tell students the merits of learning a foreign language, its advantages, and possibilities of application and how it could be valuable to master a foreign language for their future life. Students perceive this enthusiasm and they, knowingly or unknowingly, admire such passion. Dörnyei (2001) summarizes it in a simple statement: "Such a commitment towards the subject matter then becomes "infectious", instilling in students a similar willingness to pursue knowledge" (p. 32).

In addition, students need to be aware, that the teacher is determined and fully involved in his goal to teach them and to guarantee progress in their abilities. To demonstrate the teacher´s commitment and care, he/she has various options at disposal, here are some examples: being available for students for overtime, showing concern when things aren´t going well, correcting tests and papers promptly, offering assistance etc.

It is very important to work on a mutual relationship between a student and a teacher. The teacher should gain students´ trust. This can be achieved by fair treatment, positive and friendly atmosphere, which simply makes the students to like the particular subject and thus increase their willingness to learn. Besides trust, also mutual respect is a very important social aspect. It is easy to say, but to accomplish these things is considerably harder. To assure these elements, the teacher has to develop his or her own social abilities, like empathy, effective communication, ability to listen or ability to establish social relationships in general. Dörnyei (2011) believes that "Teachers who share warm, personal interactions with their student, who respond to their concerns in an emphatic manner and who succeed in establishing relationships of mutual trust and respect with the learner, are more likely to inspire them in academic matters than those who have no personal ties with the learners" (p. 36).

Teaching L2 has its own specific difficulties. One of them is that the learners have to use something on daily basis, with which they are not very familiar and that is the L2. They have to focus on pronunciation, intonation, grammar and content at the same time, which might by very confusing and which is the cause of so many students´ rejection to actively participate in lesson activities simply because they are shy and afraid of making a mistake. To avoid these negative emotions connected with L2 production, the teacher has to ensure pleasant and supportive classroom atmosphere. The resulting classroom atmosphere is sum of various aspects. Here are some of the most influential – use of humor, mutual tolerance (between the students) or attractive physical environment. Dörnyei (2011) suggests few methods how to support positive atmosphere:

- Establish norm of tolerance;
- Encourage risk-taking and have mistakes accepted as natural part of learning;
- Bring in and encourage humor;
- Encourage students to personalize the classroom environment according to their taste.

Generating Initial Motivation

According to various theories of general motivation, a student is considered an eager individual, constantly looking for new findings and knowledge, because it is one of the human basic needs – the cognitive need. Unfortunately, the reality is different and the idea of such theories can be regarded just as a pious hope, which is unlikely to be ever realized in present-day conditions of our educational system.

It is difficult for the students to be motivated in school work, when they are persistently bombarded with different demands every day. Furthermore their lack of interest is reinforced by the obligation to attend to school and to learn stuff, which has not any personal value for them, but they still have to learn it, because it is what the society requires. So there is no wonder that the image of a school evokes in the students emotions like fear, anxiety or stress. Therefore, it is, again, up to the teacher to excite students´ interest in learning.

The essential thing to do is to generate initial motivation, and afterwards, maintaining it at appropriate level. Dörnyei (2001) introduces one potential way to develop initial motivation by students and that is "modelling". Modelling is a simple method to present to students real value of learning. The point is that the teacher her/himself, or, preferably, with the aid of a peer role model will show his or her positive personal experience with the language. This may be done via video or, preferably, in person. The students tend to identify

with their role models. As a role model can be regarded almost everyone, but modelling is more efficient, when the students have some kind of a personal relationship with the role model or if the role model is prominent in a certain aspect, e.g. professional athlete.

The student´s approach towards the language is influenced by integrative and instrumental motives, which are clarified in previous section of this work. Both of these motives are crucial in generating the initial motivation. Here is a list of ways to promote integrative and instrumental motives, as they are presented in Dörnyei (2001).

Integrative motivation:

- Make use of authentic material and various cultural products which can effectively substitute the course book (e.g. music, videos, and magazines);
- Emphasize the importance and usefulness of acquiring English as L2 (personal experience, role models);
- Organize school trips, excursion, or present some guests to promote interest in English;
- Include a sociocultural component in you language classroom.

Instrumental motivation:

- Earning extra money;
- Getting a promotion;
- Pursuing further studies where the L2 is a requirement;
- Improving one´s social position;
- Pursuing hobbies and other leisure activities which require the language (e.g. computing), etc.   (Dörnyei, 2001, p. 56)

Another mean of generating of initial motivation is to increase the learners´ expectancy of success. This aspect is based on the undisputable fact that people do things the best if they think they are likely to be successful. J. Brophy (2004) emphasizes the teacher´s role in presented issue, "The simplest way to ensure that students expect success is to make sure that they achieve it consistently so that they can adjust to each new step without much confusion and frustration" (p. 66). This can be obtained by assigning adequate tasks for the students, depending on their age and individual abilities. On one side, the task shouldn´t be too simple, and on the other side, obviously, the tasks cannot be overcomplicated. Besides this, again Dörnyei (2001) suggests various ways of ensuring students´ expectancy of success – provide sufficient preparation for the learners, offer your assistance, let the students help each other, make the success criteria as clear as possible, make sure that they are no serious obstacles to achieve success.

The main issue is that in many classes the student´s do not understand why do they have to participate in a certain subject or a task. Predominantly, this is caused by the goal being set by others, that means by teacher, parents and, of course, by curriculum. For that reason, it is difficult for the students to transform such goal for a goal of their own. The goal, objective or aim of a lesson or subject is additional essential element of a good motivational environment, as it is presented in a book *Classroom Dynamics* by Hadfield (1992),"It is fundamental to the successful working of a group to have a sense of direction and common purpose. Defining and agreeing aims is one of the hardest tasks that the group has to undertake." (p. 134)

Thus, it would seem beneficial to develop the group´s goal-orientedness. There is quite an easy way to promote such quality in the students and that is by letting them structure their own common group goals. During one lesson, initiate a discussion concerning goals and students´ expectations from the language lessons. Ask them, what they would like to achieve by taking this subject and summarize the ideas on a piece of paper or a board. It is necessary to have these goals displayed in the classroom throughout the whole school year. This simple method will positively affect the students´ goal-orientedness.

Another mean of generating initial motivation is making the material relevant for the learners. This assumption may seem obvious, but the reality is generally different. The students often learn things, which carries absolutely no relevance for them. Dörnyei (2001) summarize this with a simple statement: "Students will not be motivated to learn unless they regard the material they are taught as worth learning" (p. 63)

To increase the relevance of the materials discussed during the lesson, the teacher has to find a way to connect it with the personal life experience of the students or the teacher himself or herself can come up with topics, which are closer and relevant to the learners. This issue concerns mainly with course books, which dictate overall content of a language classes and the teacher is obliged to follow these given topics without question, otherwise he or she would not meet the requirements of the curricula.

It is widely acknowledged that learner beliefs about how much progress to expect, and at what pace, can, and do, lead to disappointment. Therefore, it is important to help learners get rid of their preconceived notions that are likely to hinder their attainment. To this end, learners need to develop an understanding of the nature of second language learning, and should be cognisant of the fact that the mastery of L2 can be achieved in different ways, using a diversity of strategies, and a key factor is for learners to discover for themselves the optimal methods and techniques. (Thanasoulas, D., 2002)

Maintaining and Protecting Motivation

Once the teacher has generated the initial motivation, it is crucial to maintain the learners' motivation at an appropriate level. The teacher dispose of set of methods how to ensure that the motivation will not drop below the freezing point. Dörnyei (2001) states that "unless motivation is actively maintained and protected during this phase, the natural tendency to lose sight of the goal, to get tired or bored of the activity and to give way to attractive distraction will result in the initial motivation gradually petering out" (p. 71).

Fortunately, there are countless options how to maintain a human high-level motivation during an ongoing activity. Ways to influence human behavior can range, on one side, from the manner the teacher introduces and manages activities or by influencing classroom social climate, to, on the other side, teach the students how to motivate themselves. Here is a closer description of some methods, which can influence learners´ motivation in a positive way. Furthermore, all the methods are displayed in Figure 4, motivational teaching practice.

Figure 4 Motivational teaching practice (Dörnyei, 2001)

Creating the basic motivational conditions
- Appropriate teacher behaviours
- A pleasant and supportive atmosphere in the classroom
- A cohesive learner group with appropriate group norms

Encouraging positive retrospective self-evaluation
- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

Motivational teaching practice

Generating initial motivation
- Enhancing the learners' L2-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal-orientedness
- Making the teaching materials relevant for the learners
- Creating realistic learner beliefs

Maintaining and protecting motivation
- Making learning stimulating and enjoyable
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Creating learner autonomy
- Promoting self-motivating strategies
- Promoting cooperation among the learners

One possible option to maintain and protect the motivation is to make the learning stimulating and more enjoyable. To achieve this, the teacher has to meet three overlapping strategies which have a positive effect on enjoyability of a lesson. The first thing which need to be minimized is monotony. The second thing, which is closely related with minimizing the monotony, is making the tasks more interesting. Simply said, what breaks the monotony, will create the course more interesting as well, and what is interesting may instigate further student´s involvement, which is the last aspect of more stimulating and enjoyable lesson. The teacher can choose from various options to ensure these three aspects mentioned above, here is merely a brief selection: alternate the learning tasks and other aspects of teaching as much as possible, use unexpectedness during a lesson, make tasks challenging and personalize them, make the task content attractive by adapting it to the students´ natural interest or by including novel, intriguing, exotic, humorous, competitive or fantasy elements, select tasks that yield tangible, finished products, select task which require mental and/or bodily involvement from each participant etc. These strategies are suggested and proved effective by Dörnyei (2001) in his work.

According Dörnyei (2001), besides making the learning stimulating and more enjoyable, there are other methods which help in maintaining learners´ motivation, and these are presenting task in a motivating way, setting specific learner´s goals, protecting the learner´s self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, creating learner´s autonomy, promoting self-motivating strategies and promoting cooperation between students, as they are presented on Figure 4, motivational teaching practice.

Encouraging Positive Retrospective Self-evaluation

Encouraging positive retrospective self-evaluation is the last step of the motivational teaching practice and it concerns mainly with feedback. Effectively carried out feedback can function as a great motivator, but on the contrary, evaluation can be the cause of negative emotion which may discourage the students from learning. When most people think of the term feedback or evaluation, they have tendency to instantly link it only to teacher. But the teacher evaluation is only a half of the whole, the second half lies within the a student. The student has to be able to assess his or her past performances and needs to have positive prospect for the future ones. It is up to the teacher to enforce self-evaluation during the lesson.

When dealing with self-evaluation, it is important to clarify terms attribution and learned helplessness, which are closely related with this issue. The term attribution is used by

psychologists to denote explanation the students credit what was the cause of their successful or, on the other hand, unsuccessful performance. Graham (1994) summarises the most common attributions as follows: ability, effort, task difficulty, luck, mood, family background and help and hindrance from others. It carries great impact on the next motivation which attributions are considered as cause of the students´ success or failure. According to Ema Ushioda (1996) "the ideal motivational scenario is one in which students attribute positive outcomes to personal ability, and negative outcomes to temporary shortcomings that can be remedied" (p. 13). The worst case scenario is called learned helplessness. This term stands for the situation, when the student does not see any slight chance of succeeding, and that leads to a complete resignation on given matter.

Above is a rather brief description of Dörnyei´s complex strategy of L2 classroom motivation. Also Penny Ur (2012) considers motivation as a crucial factor in a successful language learning and she presents three options which are at teacher´s disposal to influence learners´ motivation. It more or less overlaps with Dörnyei's strategy, but it is much simpler. Teacher can influence students´ motivation in these three ways:

- By taking every opportunity to show them how important it is for them to know English.
- By fostering their self-image as successful language learners.
- By ensuring that classroom activities are interesting.   (p. 10)

Sport

Sport is, beside motivation, another important aspect of this thesis. Here is a short presentation of this phenomenon.

French historian, educator and primarily the founder of modern Olympic Games declared that "Sport is part of every man and woman´s heritage and its absence can never be compensated for." This quote highlights the importance of sport all around the world. Sport is a social phenomenon like no other, with a great deal of benefits, which most of us do not even realize. Sport has a great potential to unite and address people, regardless of age, belief or nationality. Sport, besides a positive effect on people´s health, affects also education and has also a social, cultural and recreational role. For that reason sport has become an inseparable part of human lives and there is no wonder that it has also become a part of education. From the educational point of view, those who succumb to the charm of sport are under influence of important values like e.g. team spirit, cooperation, solidarity, tolerance and a sense for fair play, and additionally, sport contributes to personal growth and self-realization.

III. METHODS

This thesis deals with students´ motivation to learn a foreign language, with the emphasis being put on English. In the theoretical part the basic information about motivation was provided, which helps us to understand what motivation actually is. A relatively extensive part of the theoretical background is devoted also to educational motivation and possible ways of promoting and increasing such motivation by students. This research is directed on motivation of young athletes and their motivation to learning English. The main objective of this thesis is to understand the real level of motivation of possibly perspective young athletes to learn English language, while taking into consideration their future, because English may, at some point, carry considerable importance in their life. These young athletes should, in my opinion, feel more motivated to master English, not only because English is number one on the demand list of most employers, but primarily because English is important element in sport as well. The research is conceived in such a way, to provide the answer if this statement bears some true or not.

The idea to perform this research is based on my own observational experiences. I consider myself a big sport enthusiast and I always observe achievements of Czech athletes. Such achievements on international sport scene always involve interviews, mostly in English, and that makes me wonder, if they are prepared for such situations. Another reason for these students to feel motivated in learning English is that they mostly intend to become successful internationally, which, again, includes use of English.

This paragraph provides the sum of the main hypothesis and relevant research questions. The main hypothesis are:

1. Students are aware of possible importance of English in their future.
2. Athletes are more motivated in learning English, because of sport.
3. Success and high level aspirations in sport affects the motivation of learning English.
4. Sport provides real opportunities to use English in other environments than school.

On the grounds of proving or disproving of the hypothesis additional research questions will be answered, e.g. if young athletes realize the connection of English and sport and how they perceive this connection, or if they have already used English during some international sports event, or what motivates the students to sport in general or if they have larger vocabulary because of their engagement in sport. The research concerns with the learners´ knowledge and ability to use English as well.

Context and Participants

The final count of 14 participants took part in this research. The age of the participants is between 15 and 18 years. All of the participants have one thing in common and that is their positive attitude to sport. Concretely, all of them are actively participating in some kind of sport activity, but their level of commitment differs. On one side, there are those, who do top-level sport, on the other side being those, who do sports only recreationally and between these two groups being those who do sports not at high level, but also more than only recreationally. Among sports, in which are the participants engaged, are e.g. kick-box, floorball, tennis, basketball or athletics etc. The participants are from different parts of Czech Republic and they attend different schools, where all of them learn English. Their motivation to do sport differs, some do sport just for fun and for some is sport firmly tied up with their future. Each participant will be described in detail in subsequent part of the practical section of this thesis, where each participant will be surveyed individually.

The participants were chosen from various sports clubs. Thanks to my past work as a floorball coach, I have a direct contact and access to several of them, which I have visited to gain cooperation from their members. In addition, I personally know the rest of the participants, who are not members of any floorball club. For more detailed itemization, see

Table 1. General description of the participants

Participant (gender)	Age	Address	Sport	Engagement in sport
1 (♂)	17	Mariánské Lázně	Floorball	Competitive
2 (♀)	17	Mariánské Lázně	Floorball	Top-level
3 (♀)	15	Chodov	Basketball	Recreational
4 (♂)	17	Mariánské Lázně	Ice-hockey	Professional
5 (♂)	17	Klatovy	Football	Recreational
6 (♂)	18	Mariánské Lázně	Poker	Top-level
7 (♂)	15	Pilsen	Football	Competitive
8 (♂)	18	Pilsen	Football	Professional
9 (♂)	16	Pilsen	Kick-box	Competitive
10 (♂)	16	Sokolov	Basketball	Competitive
11 (♀)	16	Chodov	Swimming	Recreational
12 (♂)	15	Prague	Floorball	Competitive
13 (♂)	15	Prague	Floorball	Competitive
14 (♀)	17	Mariánské Lázně	Athletics	Competitive

Data Collection Methods

I used two different methods to gather sufficient amount of data, a qualitative and quantitative method. The first, and primary method, which provided the fundamental information to clarify the given hypotheses, either in positive or in negative outcome, was a semi-structured interview. The second, supportive method, which provided quantitative data, was a short scale questionnaire. See Appendix C and D to see the whole structure of the questionnaire. Results from both methods then provided necessary findings, which allowed me to answer the research questions and helped prove or disprove the set hypotheses. Here is a detailed description of these two methods.

Semi-structured Interview

I consider this kind of interview as the most appropriate for the presented research. The interview questions were prepared in advance, and they were developed directly for this research. The major advantage of semi-structured interview is that the questions can slightly differ, according to a situation, some can be omitted and, on the other side, some questions can be added if the situations demands it. That ensures that the interviewer can obtain all required information.

What concerns with the actual interviewing, all of the 14 participants were interviewed individually during 3 days on different locations, because the participants are from different places across the Czech Republic. Also three of the interviews were performed via computer communication device Skype, because of the large distance between me - the interviewer and the participant. At the beginning, they were informed about the topic and goals of the thesis to set the background, then the actual process of interviewing could begin. Firstly, questions about basic information like age and gender were asked and then was the focus set on motivation, sport and English. See Appendix A, to see the whole structure of the interview. The interviewees were all interviewed individually and each interview lasted approximately 6 minutes. To ensure that any information will not be lost, all the interviews were digitally recorded, of course with the permission of the interviewer. In the end, everybody consent to being recorded, even despite some minor objections from the beginning, but I made sure to let them know that all what they told me will be used only for the purpose of the thesis and nowhere else. During the interview I was asking prepared and additional questions. Besides the recording I was taking notes as well. After all the interviews were done, I transcribed them and analyzed the transcription and notes of each individual and summarized them.

To better and more fluent course of the interview, it was performed in Czech, because the use of English could be very limiting and also stressful for the participants, and because of that, many information could remain uncovered. Appendix B provides the English version of the interview.

Questionnaire

The second part of my research was a brief questionnaire. (see Appendix C) It consists of 7 simple questions. The questionnaire was, as the semi-structured interview, carried out in Czech. Appendix D is an English version of the Czech original. The questionnaire had a rather complementary function to support the outcomes from the interview. The questionnaire was conducted in scale approach, that means that the answers are scales, ranking from 1 to 5, where 1 stands for *I strongly agree*, 2 stands for *I rather agree*, 3 stands for *I do not know*, 4 stands for *I rather disagree*, and 5 means *I strongly disagree.* The questionnaire dealt with lessons of English and how they were perceived by these students. The respondents also had an opportunity to express their opinion about the answer of the question, for example in situations, where they were not able to provide a clear answer, but in most cases, they did not use this option, because the scales included all possibilities.

In the following chapter is the analysis of the results, which were obtained through the methods which are described above. The objective is to describe and understand by each individual the relation between sport and motivation to learn English.

IV. RESULTS AND COMENTARIES

This chapter presents the results which were obtained by the semi-structured interview and questionnaire. Each of the interview is analyzed separately with commentaries on the findings, which were either surprising or expected. The findings are then summarized in the subsequent section and clarifications of given hypotheses and answers for the research questions are provided. The results are divided into two parts, the first part will deal with the interviews, where detailed description of each individual is provided and the second part will present the results from the questionnaires, where each question is supported by demonstrative graph with a brief commentary. The final results are to be found at the very end of this chapter.

Semi-structured Interview Analysis

Here I provide a detailed description of each interview. All the interview analysis have the same format, at the beginning being general information about the participant, e.g. age, gender, which class and school they attend and which foreign languages they learn. Then the focus is set on sport and its relation with language, especially English, and the participant´s future goals. At the end of each interview analysis is provided short summary.

Interview 1

Age: 17

Gender: Male

Class/School: 2nd grade, Grammar and Business school Mariánské Lázně

Languages (years): English (7), German (9), Russian (1)

The first interviewee, is 17 years old teenager from Mariánské Lázně. His attitude towards sport is very positive. According to his own words, he does sports whenever he has an opportunity. Here is a list of sports which this interviewee does: running, squash, tennis, table tennis, football, running and swimming. But the sport which he does the most is floorball. By all the sports listed above is the situation more or less the same, he is engaged in these sports only recreationally, therefore; it has a small evidential value for the research, but it outlines the interviewee´s attitude towards sport in general. The focus will be set on floorball, because this young man has been playing it already for 6 years and at last 2 years on a competitive level. He started to play floorball voluntarily, but it was not always like that. When he was younger he was forced by his parents to play football, which he did not enjoy at all, and he considered it almost a punishment. But with floorball, it is different; he states that he loves what he does, and that he would never give up on playing this sport. Floorball is not just sport for him; it is also his lifestyle. The main reason why he is doing this sport is primarily social – most of his friends play floorball too. As for his future goals in sport, simply, he does not see any. According to him, his best years have already passed, and he does not devote much efforts in training, so he does not see any perspective future in sport for him. He wants to play just the national leagues and occasionally some summer tournaments. To a question "How would you describe the relation between sport, you are doing, and English language? ", he replied that he did not think about it yet, but eventually he added, that it is important to know English, but not so much in case of floorball, because it is a young sport and it is not developed enough in traditionally English speaking countries like the

United Kingdom or the United States. This participant does not see any influence of sport on learning English, because he does not intend to play floorball or any other sport in foreign country, even though he has already used English at an international floorball tournament, but only sporadically. He, personally, has a positive relation to English. It is one of his most favorite subjects at school and he considers English a very important subject to master for his future life. He thinks that he is able to communicate in English quite well. To a question where he learned that, he replied that thanks to movies and TV series, which he watches in English with subtitles, and he thinks that it would be effective to incorporate these themes also in school lessons.

To summarize the first interview, even though the boy dedicates a considerable amount of time to sport, it does not affect in any way his motivation to learn English language, which may be caused by his low aspirations in sport. For this individual, sport does not have any relation with language.

Interview 2

Age: 17

Gender: Female

Class/School: 2st grade, Grammar and Business school Mariánské Lázně

Languages (years): English (8), German (5)

According to this 17 years old girl the situation is substantially different from the first interviewee, even though she plays floorball as well. The main difference can be found in their aspiration levels in sport. This girl does sport at the top-level, that means that because of having training six times per week, she has time to focus only on one sport. She used to do other sports as well, but she decided to invest into floorball. I dare to say that she is a very talented individual, who has guaranteed future in floorball, because I know her in person. In this case the theme of English is very relevant, because this girl recently joined a foreign floorball team, namely Pixbo Wallenstam IBK, one of the best known floorball clubs, which is huge achievement and also a significant live changing step for her. For the reason, knowing English is necessity, because it is the main medium of communication within the foreign team she has recently entered. When she talked about her motivation to learn English, she talked about different levels of motivation. When she was younger, English did not carried so much importance, but how the time went on and her progress in sport allowed her to represent the Czech Republic at several international events, the importance of English started to grow and

now she feels obliged to learn it as much as possible. She learns English not only at school but she also takes private lessons three times a week. According to her, English is essential and she considers foreign languages, especially English, as a basic education.

In this case the relationship between sport and English is evident. This girl needs to learn English to be able to communicate with her teammates. Thanks to sport she had various opportunities to use English, which also helped to improving her language skills. It can be safely concluded that sport gives her a strong impulse to study English.

Interview 3

Age: 15

Gender: Female

Class/School: 1ˢᵗ grade, Grammar and business school Mariánské Lázně

Languages (years): English (7, German (3)

The next interviewee is also a woman, who is 15 years old. She plays basketball and she considers herself as a sports-oriented individual. At the primary school she was attending a sports class, where she had more hours of PE than it is common. She started to play basketball in her childhood because of her parents, who signed her up for a basketball team, because they were just recruiting new young members, so it was the easiest option. She instantly grew fond of it. She has been playing it already for 8 years, but only at a junior level and although she has played a certain basketball league, she considers herself a recreational player. She intends to be engaged in sport also in the future, because sport is important for her. Despite all this, she states, that sport has an influence on her attitude towards English learning, mainly at school. She uses sport as a topic of conversations, essays and projects and it makes all these things easier, because she is intrinsically interested in the topic. In this way, sport also enriched her vocabulary, because she uses English words from that particular sport. Sometimes she reads English articles about basketball, which has a positive effect on learning English as well. Another way, in which sport contributed to English learning of this participant, is that she took part twice at international events in Germany and France, where she got into contact with English. She always has had minor problems with school performance in English, but that changed recently, because she started to watch English films and read English books, which is the main cause of the improvement. Nevertheless, she is completely aware of the importance of English and she wants to continue to learn it, but not

because of sport, but because of other reason, which are e.g. communicating in a foreign country or applying for a job.

This girl does sports only recreationally but it still affects her attitude towards English. Nevertheless it cannot be said that it affects her motivation. She is motivated through different incentives, e.g. job or communication. Besides school, sport can be regarded as one of opportunities, where she can encounter English, which is an advantage.

Interview 4

Age: 17

Gender: Male

Class/School: 3st grade, Sports Grammar School Pilsen

Languages (years): English (7), German (3)

The next participant of this research is a 17-years-old man, who is a big sport enthusiast and professional. He plays ice-hockey since he was 4 years old. He comes from an ice-hockey family, so his father introduced him to this sport. Since than, ice-hockey became inseparable part of his life. According to his words, he is living his dream – he makes his living by something, what he enjoys and he is good at it. He is already playing Czech Extraliga. According to this participant, the relation between ice-hockey and English is very tight, because it is every ice-hockey player´s dream to play this game overseas, in NHL. He is aware of the influence of the sport on his motivation to learn English. He has it in mind e.g. during English classes, when he pays more attention to things, he might use in the future. Thanks to sport, he has already had a chance to use English at several international events, e.g. when he was representing the Czech Republic or with his team as well. For him, it is very common to play either against or with players from a different country, thus the knowledge of English is essential for an effective mutual communication. For that reason, there is no wonder that he is already able to speak English very well and the sport may be the main cause of that. If we omit sport, he believes, as the previous interviewees, that English is nowadays the necessity for almost everyone.

By this individual, the motivation to learn English is undeniable, because he intends to make his living abroad. He is aware of the importance of English for him, and he puts a lot of effort to improve his language skills, which are essential for his further engagement in the world of the professional sport. By this individual, the sport is not only the motivator to learn

English but also a mean of learning English, because he uses it almost on daily basis on the ice rink.

Interview 5

Age: 17

Gender: Male

Class/School: 3st grade, Secondary Technical School.

Languages (years): English (7), German (3)

This boy´s situation is similar with the first interviewee´s. He enjoys sports a lot and he lives as actively as possible. He does various collective sports in a recreational manner. Sport is an important aspect in his life and he considers it as a great free-time activity. He plays football on a competitive level. He started to play football because of his friends, who are also the main reason why he keeps playing it - it is a huge part of his social life. Although he has not any specific high goals, he wants to continue to do sports in the future and become excellent player at an amateur level. For that reason, he does not see any connection between the sport and English in his case. According to him, if he would not do sport, he would rate learning English as equally important. He even did not have any opportunity to use English in connection with sport.

The situation by this individual is pretty straightforward. There is not any apparent motivational influence of sport on learning English. There are other main reason why he is studying it and that is travelling and, naturally, the vision of better employment in the future. English is, in this case, completely independent on the individual´s sport activity, and these two important aspects have not any mutual motivational impact.

Interview 6

Age: 18

Gender: Male

Class/School: 4st grade, Grammar and business school Mariánské Lázně

Languages (years): English (8), German (4)

The next participant is also a man, who is 18 years old. Sport is a part of his life since childhood, when his father introduced him tennis for the first time. Among other sports, tennis is the one, to which he devotes the most of his time and effort. Although he is already playing tennis for 13 years, he is confident, that it will not be the source of his livelihood. He has quite

successfully participated in various local tournaments, but that are most likely the highlights of his tennis career. He hopes that tennis will remain a part of his life, but only at the level of entertainment and relaxation. In tennis, we cannot speak about any connection with English. By contrast, poker represents completely different position than tennis by this individual. For the purpose of this thesis, I consider poker as a sport, because it is a game, where one can compete with the other players at the top-level and where one can earn substantial amount of money just like in professional football, golf, ice-hockey etc. It also demands an extensive physical endurance and lots of training. He plays poker for 2 years and although he is at the beginning of his path to become professional poker player, he evaluates his performance as successful. He considers tennis mostly as physical and mental relaxation, where he can take his mind off things. By poker is the motivation to learn English slightly different, because poker is full of foreign expressions which needs to be understood in order to play it successfully. He mostly plays online poker with the players all over the world where is the interaction between the participants very limited, but still, there is some. In the future he would like to take part in big tournaments, which are, in majority of cases, international.

He is aware of the connection between poker and English, nevertheless he does not do anything extra to improve his language skills, but it has to be mentioned that he considers his level of English as sufficient. To a question, how did he learned English, he replied that thanks to poker.

Interview 7
Age: 15
Gender: Male
Class/School: 3st grade, Sports Grammar School Pilsen
Languages (years): English (7), German (3)

This analysis deals with a 17 years old man, who is playing football. The main impulse why he does this sport is his father, who inspired him. He has high ambitions in this sport. He is a member of a regional selection of the best players and he has already taken part at an international event in France. Foreign language may carry considerable importance in his future, which he hopes so, but now he does not see any influence of sport upon motivation to learn a foreign language. He states that it is not relevant at this state of his career. But in the future the situation may be completely opposite. He talked about foreign language in a very general manner, because he has not thought about this issue yet. As the rest of the

participants, he considers English as an important part of sport, but in the first place, as an important part of present-day life. Because of that, he continuously learns English at school and also at home via computer related means like games, news or movies.

To sum it up, at this moment, football does not affect his motivation to learn English, but he can imagine that someday, it will be different and he will be very motivated to learn English because of sport. He regards a foreign language as a crucial part of the professional sport and according to him, all people should, regardless of ambitions and status, be able to speak with a foreign language, especially English because it is the most world-wide used mean of communication.

Interview 8

Age: 18

Gender: Male

Class/School: 4st grade, Sports Grammar School Pilsen

Languages (years): English (7), German (10)

For this interviewee is the knowledge of a foreign language very important, because of sport. He is playing football in Germany already for 2 years and thus the German language is a necessity for him. English is not, at this moment, as important as German, but at first, when he was starting there, he used it much more than German, because he was more skillful in English. During the time, mostly with practice and also thanks to the private lessons he was taking, he became fluent in German, which means that he does not have to use English anymore. His future plans are bound with Germany, because he wants to stay there and play football at the highest level. Currently, his focus is set on German but if he will make his dream to come true, English will also become necessary. He has an individual educational plan, so he is not attending to the school very frequently, but his performance in both languages are excellent. After graduating from the school, his future will be connected with football only, so he has to devote all his free time to the training, which is almost 12 hours per week of football plus fitness trainings etc. Because of that, he has not much of free time, but this is his dream and he is very dedicated to pursue it.

Although it is not English, foreign language is greatly influenced by sport. This young athlete has to study German to be able to communicate with his teammates, among who no one speaks Czech. Also thanks to the sport, he is completely fluent in one language - German,

and very proficient in the second language - English and it would not be like that if he would not do sport at this level.

Interview 9

Age: 16

Gender: Male

Class/School: 2st grade, Sports Grammar School

Languages (years): English (8), German (1)

This young man started to do sport two years ago. He was brought to sport by the idea of healthy life-style, change and the desire to accomplish something. In addition, he was surrounded by people, who were all doing something. So he tried some sports like floorball, basketball and kick-box, by which he remained and it became the center of his life. He trains 8 hours per week, because he does kick-box at a competitive level, which means that he takes part at numerous competitions, where he usually finishes no worse than in third place. Currently, he does this sport only at the level but in the future he intends to compete at the international scene. Except that he is not sure, how this plan will go with the study at the university. Kick-box has a considerable impact on his knowledge of English in two different ways. The first is that in kick-box there is a lots of the English terminology and he is watching kick-box events in television in original, mostly English, version. The second way how this sport influences English learning is in a motivational aspect. He intends to participate some international events where he will definitely need English. When I asked him if he feels obliged to learn English more because of his future plans, he answered that it is hard to say, but he definitely keeps all this in mind, when he thinks about his future.

Interview 10

Age: 16

Gender: Male

Class/School: 1st grade, Grammar School Sokolov

Languages (years): English (8), German (1)

By this young man, who plays basketball at a competitive level is learning English motivated by other motives than sport. Even though he likes it a lot and he intends to keep playing it, he does not see any relevant relation between English and this hobby of his. According to him, the situation by the professionals is, of course, different – they have to be

able to speak with a foreign language. But this man plays basketball only at a local level and in addition only for entertainment. He likes to be part of a team, have common a goal and contribute to that goal with his efforts - these are the aspects which motivate him to continue in basketball. Motives to learn English are completely different. As it is by the other interviewees, who do not do top-level sport, he learns English because of the communicational aspect. He does not see any influence of sport on his motivation to learn English. According to him, there are lots of reasons to study English, but in his case, sport is not one of them.

Interview 11

Age: 16

Gender: Female

Class/School: 2st grade, Grammar School and Business school Mariánské Lázně

Languages (years): English (6), German (2)

By the third girl who took part in this research is the situation in sport and language learning completely different than by the first one. This girl does swimming. The reasons to do this sport are purely medical. She had health problems with her back and the doctor recommended her to start swimming as a mean of rehabilitation. After some time, she started to like it and she signed up for a swimming club, where she attends two times per week on trainings. According to her own words, she does not have any future outlooks in swimming, because she started to do that too late and from that reason she does not even compete at tournaments. She enjoys the training and the feeling, that she is doing something positive for her health. Obviously, this is reflected in her motivation to study English. It has never even once crossed her mind that because of her swimming, she should study English more. There is not any influence nor connection between swimming and studying English.

This interview is easy to sum up, because she does sport only recreationally, thus there is not any reason to feel motivated to dedicate more effort into English learning because of sport.

Interview 12

Age: 15

Gender: Male

Class/School: 1st grade, Grammar School Prague

Languages (years): English (5), Spanish (3)

This was the youngest participant, who was interviewed. It is a teammate and also a schoolmate of the boy from the next interview and their answers to my questions were almost identical. That may be caused by them being friends already for 9 years. They play floorball for the same team and they do everything together. They play in the same offensive line-up and they are, according to them, equally talented, because of that, they have the same target in sport. Both of these boys do lots of sports, but their main focus is set on floorball. Their mutual target is to play in the Czech Republic representation and they direct their efforts to achieve this goal in the future. Nevertheless when I asked them about motivation to learn English because of sport, they do not feel any. Both of them are studying English at school, but in this case, there is not apparent any connection between floorball and English. It is maybe, as it was already mentioned, because floorball is a young sport and thus it is not so internationally widespread. Both of them hopes, that someday, they will play in Sweden, Finland or even Switzerland, but this dream is, according to them, still quite far away from becoming a reality. They are aware that if their dream will come true, they will need English, but now, they do not, so they learn English only because of the school obligation. They added that they will learn English much more, when there will be a real chance of them going abroad.

Interview 13
Age: 15
Gender: Male
Class/School: 1st grade, Grammar School Prague
Languages (years): English (5), Spanish (3)

See Interview 12.

Interview 14
Age: 17
Gender: Female
Class/School: 3st grade, Sports Grammar School Pilsen
Languages (years): English (4), German (8)

The fourth girl and also the last interviewee, with whom I talked to is 17 years old and she does athletics on a high level. She competed already at the junior Championship of the

Czech Republic with a great success. But even with this success she does not know if she will continue with it in the future, because it is very time-demanding and exhausting. Also she wants to continue with following study at the university and in her opinion, these two things cannot be successfully combined. Regarding sport, she sees her future very uncertain. To a question if athletics has any influence on her motivation to learn a foreign language, she replied negatively. Although she has already used English at some competitions, she has never felt the need to improve her language skills. She justified it by the statement that athletics is an individual sport where one does not have to communicate and cooperate with others like in collective sports. So there is not any influence on motivation of any kind.

Questionnaire Analysis

Here is the resultant summary of the scale questionnaires, which were part of the interview.

1. In textbooks, there is a lot of topics about sport.

In textbooks, there is a lot of topics about sport.
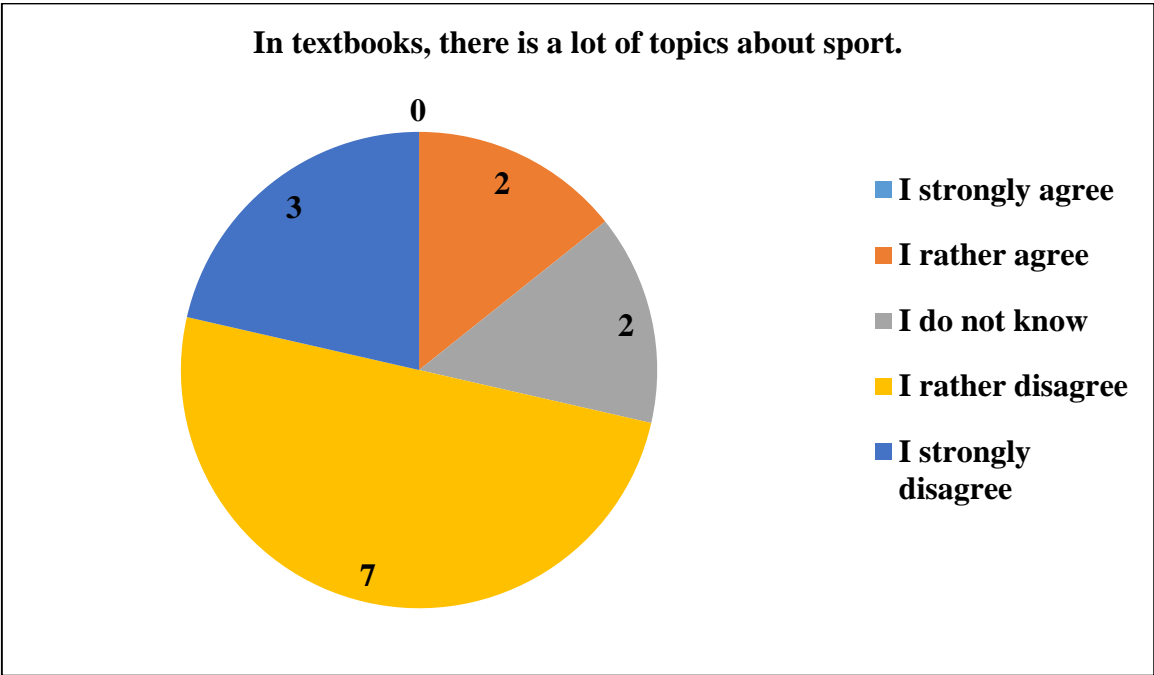

Graph 1. In textbooks, there is a lot of topics about sport

As presented in Graph 1, over the half of the research participants (10) thinks that there is insufficient amount of topics about sport in English textbooks. Only two participants agree with this statement. This result may be little misleading, because all of the participants

considers sport as a significant part of their life and because of that, they may have the tendency to demand sports topics in English lessons, because, as it was discovered during the interviews and from the next statement, they enjoy an English lesson much more, when the topic of the lesson is connected with sport.

2. If we talk about sport in English classes, I am enjoying it more than other topics.
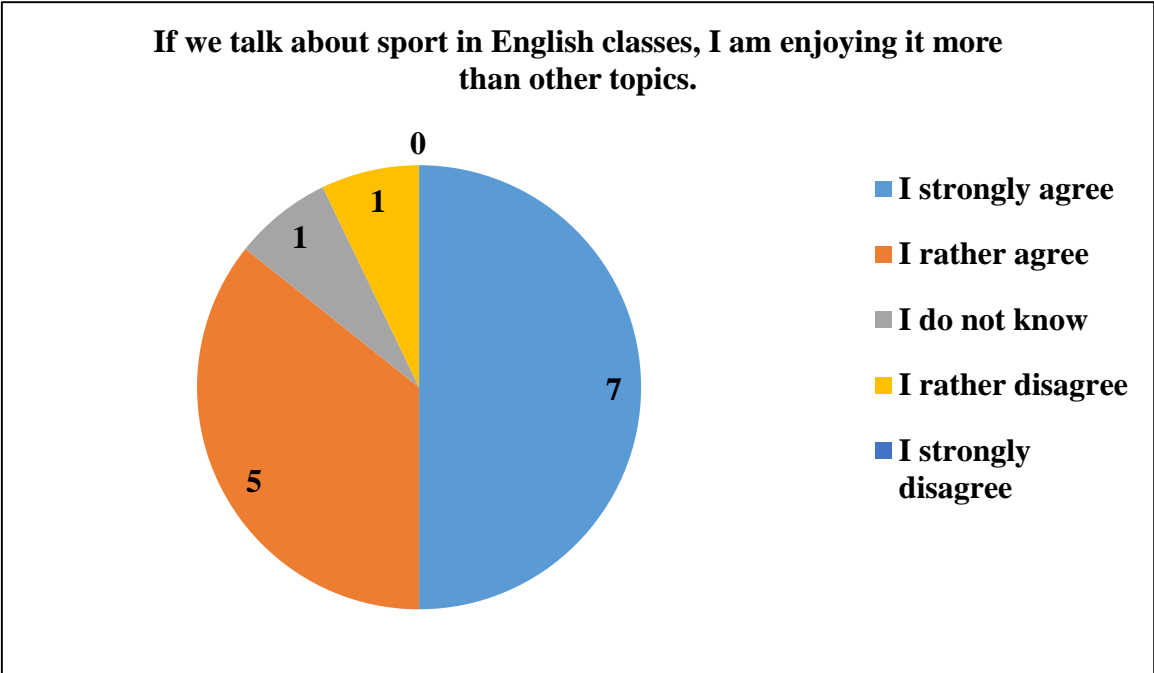
Graph 2. If we talk about sport in English classes, I am enjoying it more than other topics

Graph 2 presents the influence of sport on the student´s enjoyment of a lesson. The result is completely clear. Twelve participants answered positively, of which 7 participants strongly agreed and 5 rather agreed. The result suggests that if the student´s hobbies are incorporated in English lesson, they instantly become much more enjoyable. Only one participant choose the "I rather disagree" answer, and she justified it by the claim, that she does sport just recreationally and she does not have any other interests in it.

3. I need more hours of English during the school year.
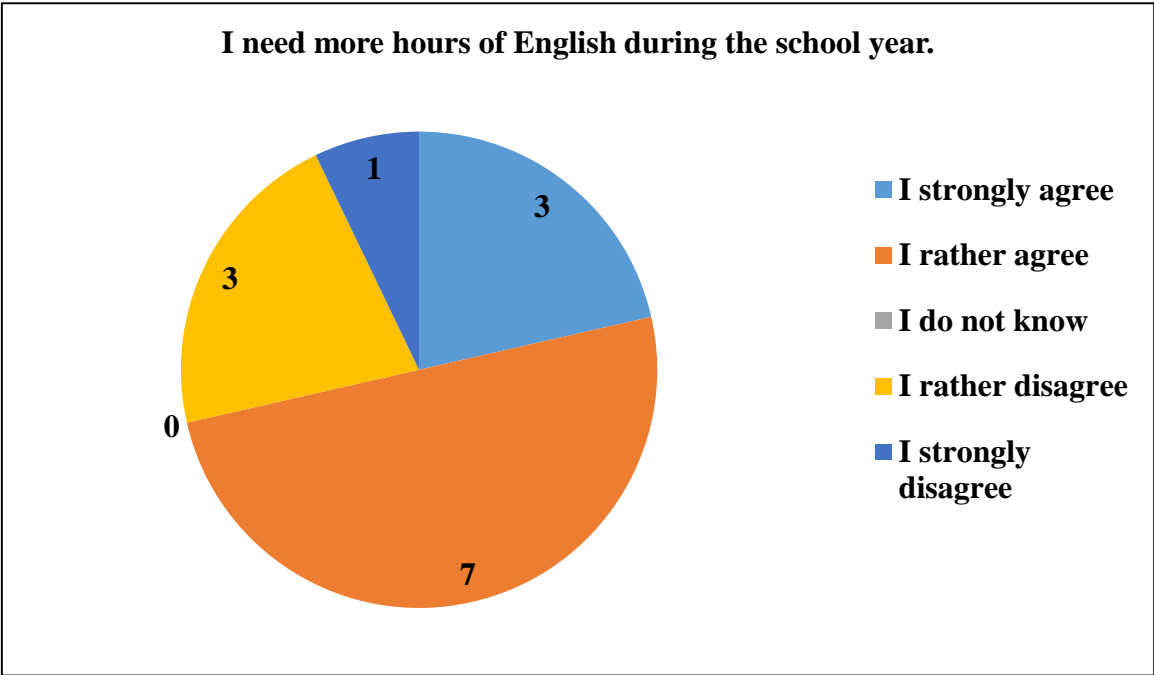
Graph 3. I need more hours of English during the school year

Surprisingly 10 respondents agreed with the presented statement, which means that most of the participants would like to have more hours of English during the school year. The reason for that may be that 4 of the interviewees are doing a top-level sport and their future is connected with a stay in a foreign country. The rest of the respondents is aware of the possible future importance of English when they apply for a job. Four participants do not agree with this statement and they think that their level of English is sufficient, thus they do not need more English lessons.

4. Things, we are dealing with, during English lessons are important for my future.

Things, we are dealing with, during English lessons are important for my future.
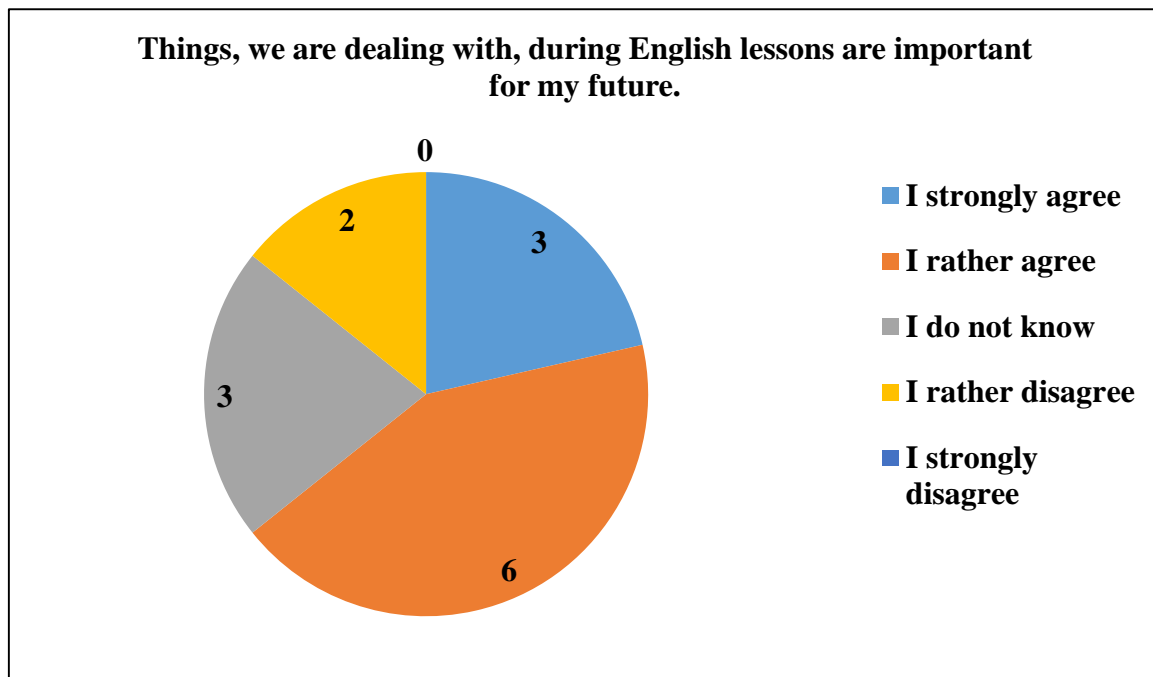
Graph 4. Things, we are dealing with, during English lessons are important for my future

This statement is connected with the previous one and the results are, as expected, very similar. A positive answer occurred by 9 respondents. The rest of them answered negatively. Some of them provided a possible explanation. The cause of their negative answer are some textbook topics, which they have to learn and they do not see any real value of such topics for their future life.

5. My future in sport has positive effect on my motivation to learn English.

My future in sport has positive effect on my motivation to learn English.
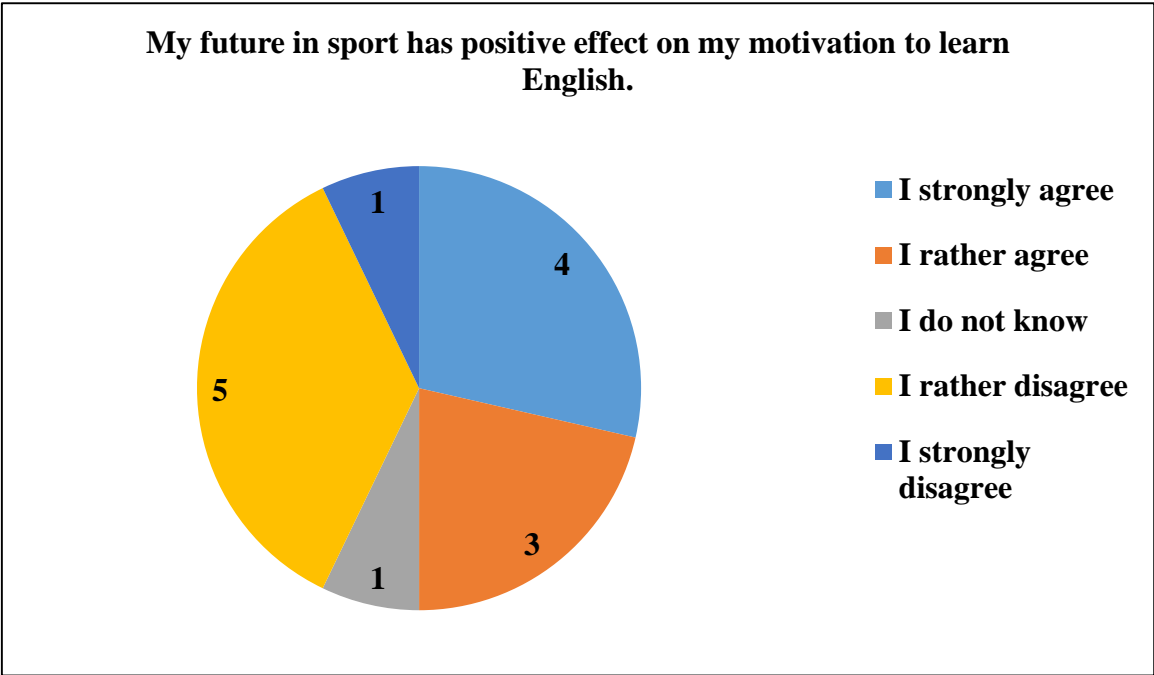
Graph 5. My future in sport has positive effect on my motivation to learn English.

Graph 5 is almost equally divided on positive and negative answers. Seven respondents is positively influenced by their future in sport and 6 respondents is not influenced by sport. One respondent was not sure. This result reflects the respondents' level of aspiration in sport, roughly half of them have future plans, where they are going to use English and the other half wants to keep doing sport but only at recreational level, where English is not necessary.

6. Thanks to sport, I have the opportunity to use foreign language elsewhere than only at school.

Thanks to sport, I have the opportunity to use foreign language elsewhere than only at school.

- ■ I strongly agree
- ■ I rather agree
- ■ I do not know
- ■ I rather disagree
- ■ I strongly disagree
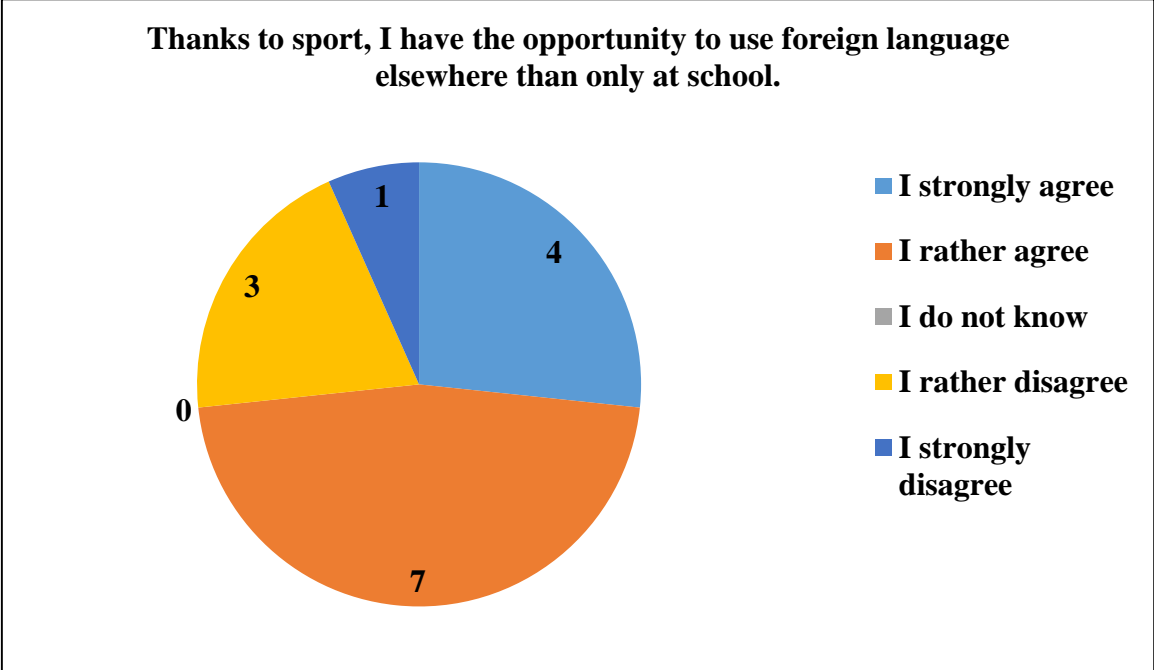
Graph 6. Thanks to sport, I have the opportunity to use foreign language elsewhere than only at school.

Graph 6 has a very positive result in two ways. The first way is that sport has a very positive effect on English usage of athletes and that it is very useful in real life. The athletes have chance to use English elsewhere than only at school and that predominantly leads to improving the language skills. The second way are the actual answers of the respondents. Eleven respondents have had at least some chances to use English thanks to sport. And only 4 people did not have the opportunity the use English during their sport activity.

7. My engagement in sport enriches my vocabulary in English language.

My engagement in sport enriches my vocabulary in English language.

A pie chart showing the distribution of responses:
- I strongly agree: 4
- I rather agree: 5
- I do not know: 1
- I rather disagree: 3
- I strongly disagree: 1
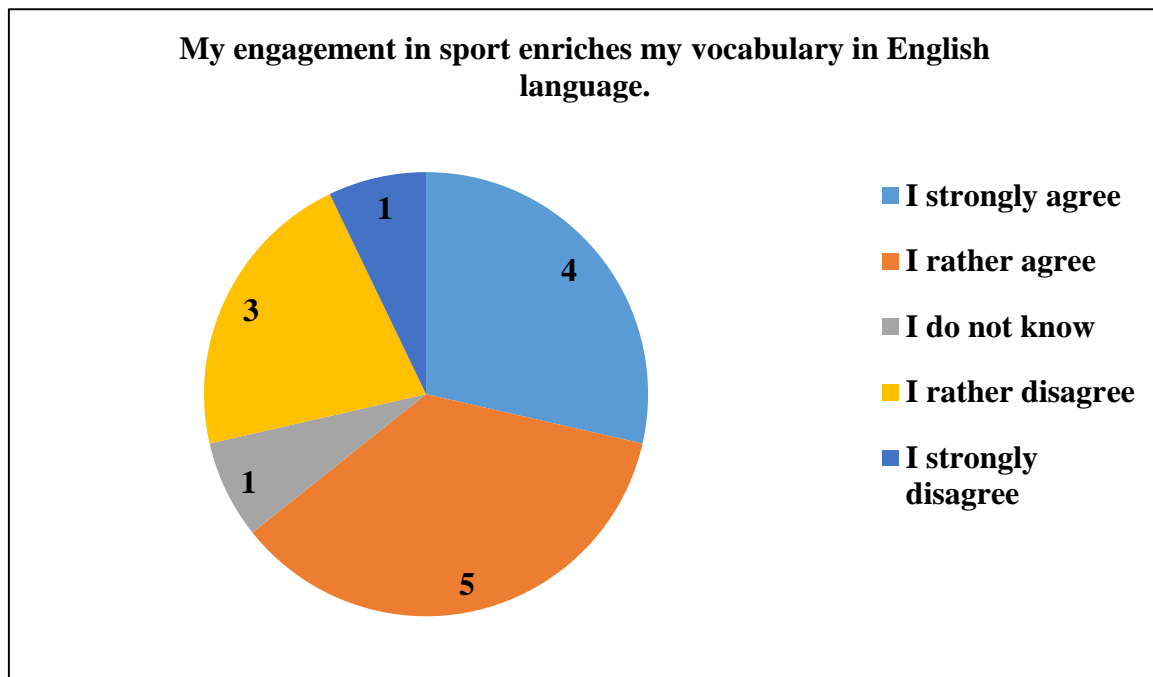
Graph 7. My engagement in sport enriches my vocabulary in English language

The last graph presents the question, if the engagement in sport may enrich respondents' English vocabulary. Nine respondents agree with this statement, because they state that either the sport they are doing has lots of English expressions or they watch the sport online, or on television in English, which has enriching effect on their vocabulary. Four respondents do not experience any influence upon their vocabulary bank. One respondent does not know.

Summary of the Research

The following paragraphs provide the final results and the clarification of the stated hypotheses. The final count of 14 interviewees were inquired throughout this research and thanks to the results I am able to either prove or disprove the hypotheses. As expected all of the participants are aware of possible importance of English in their future. This statement is not related only with sport, but with their future in general. The participants are aware that nowadays English plays a key role in society. It is the main mean of communication in international contexts and also it is the language of information and communications technology with which people get in contact on daily basis. Both previously mentioned aspects are important for the interviewed students as well.

The second hypothesis is related with the influence of sport on the motivation to learn English. To answer that, we have to take into consideration the third hypothesis as well, because they are closely interconnected. The motivation rises with the growth of aspiration in sports. As an evidence may be used the interviews n. 2, 4, 6 and 8. All of these individuals aim high in sport, and from that reason they feel intrinsically motivated to learn English. They want to be successful and they are learning English willingly to become more proficient in it. In contrast to that, there are interviews n. 5, 10 and 11, where there are no ambitions in the field of sport, which results in that other motivators to learn English come to the fore.

Sport also provides real opportunities to use English in other environments than school. Majority of the interviewees have already used English at international or domestic event. It is this or other opportunities like watching live sports matches or reading articles on the internet that has positive effect on the use of English.

V. IMPLICATIONS

This chapter presents possible implications of the research for teaching, limitations of the research and suggestions for potential further research. In the part with implications for teaching, I comment on the effect of sport on students´ motivation to learn English, based on research. I also suggest some ideas that might be useful for language teachers in order to increase students´ motivation and thus improve students´ language acquisition. The section Limitation of the Research describes the weaknesses of the research, and the last part, Suggestions for Further Research, provides my vision of possible continuation of the research and its modifications.

Implications for Teaching

The results of the research demonstrate the positive effect of sport engagement on the students´ motivation to learn English. It would be beneficial to consider these findings when designing English lesson plans. The research suggests that sport can be used to increase students´ engagement in the English lesson. If we consider the idea of sports schools and sports classes, all members of such organization forms are voluntarily interested in sport and I think that teacher could take advantage of it. They should take this fact into consideration and incorporate it in their lessons as much as possible. When the students have either a hobby, or at least something they are interested in, they are enthusiastic about it and such enthusiasm could be used to make English lesson more effective. In case of sport, there are various ways to do that, e.g. choosing lesson topics about sport, which, of course, cannot be done all the time. Other alternatives could be that the teacher can assign projects, homework, papers or presentations about the student´s favorite sport etc. The key point which has to be done on the side of the teacher is to learn about his or her students - which things they enjoy, and then use it to make the lesson more interesting for them. According to the research, the students would appreciate it, because the overwhelming majority of respondents states, that the lesson is more enjoyable, when the topic is connected with sport. The teacher should be aware of the motivational strategies, which are clarified in the theoretical part of this thesis and use it together with sport to create positive motivational environment. Another implication of the results which emerged from the research is to use motion activities during English lessons. The athletes are predominantly of the kinesthetic learning type, which manifests itself in acquiring and remembering of information. Especially with such students the use of motion activities may be very effective. It will, again, affect the overall enjoyability of the lesson and the students will learn more. It may also be useful to approach it in a competitive manner,

because athletes like to compete. Another, but a rather broad implication may be to actively encourage the students to do sports. Because, as the research shows, thanks to sport the students have the opportunity to use English, which is primarily the main target of English lesson in general.

Limitations of the Research

If I look back on the research I have done, there are apparent weaknesses and if I could carry out this research again, I would definitely make sure to avoid these deficiencies. The first thing I would change is the number of respondents. In this research there are only 14 respondents and this count does not have to necessarily represent the real influence of sport on motivation to learn English properly. As it is by the most qualitative and, primarily, by quantitative researches, with higher count of respondents rise the reliability, validity and objectivity of the research. During the research, it would be also useful to ask about other motivators to learn English besides sport, because inquiring only influence of sports may have negative impact on the outcomes, which does not contribute to the objectivity of this research as well. Another weakness of this research is its generality. Some of the answers are not concrete enough and next time, I would make sure to concretize them as much as possible by providing as many examples as possible.

Altogether, even though this research provided me with valuable information about students and insights into students' motivation, obviously, there were some limitations of its realization.

Suggestions for Further Research

There may be many possible suggestions and alternatives how to improve or execute presented research. For example the research may be further supported with its implementation into practice in two English lessons, where in one there will be incorporated topics about sports and the second lesson will be ordinary and the researcher will observe the students´ level of activity in both lessons. Another alternative may be also to examine the perspective of the teachers on such students, e.g. if the teacher notices some differences between students who do sports and students who do not.

VI. CONCLUSIONS

The aim of this thesis was to provide the insight into the motivation of students engaged in sports. The purpose of the research was to discover if such individuals have different motivation to learn English and whether their possible future in sports have any influence on their motivation to learn a foreign language. At the beginning of this work I provide the basic theoretical knowledge, based on the specialized literature, which deals with the process of motivation and how can be motivation integrated into the English classes, because motivation is regarded as one of the most important aspect in an effective learning. In the research, the focus is set on the students, who are somehow engaged in sports - it can be either a top-level or recreational engagement, and its influence on the motivation of such engaged students to learn foreign language. The research was conducted via the interviews and questionnaires, which were given to 14 different students. The main objective of this research was to investigate any kind of influence of sport on motivation and suggest, how this influence can be used in an effective learning of English. The results of the research indicates that the assumption, that sport has a positive effect on learning English was correct. The extent of influence depends on the degree of aspiration by these students. Evidently, with higher purposefulness and success in the particular sport grows also the influence on motivation. In the research, there occurred two opposites, the first, by which were the objectives the highest and so the motivation to learn English, and the second, where the engagement in sports was only recreational and thus it did not carry any influence on motivation to learn English. By these individuals in the second case, the motivation was influenced by other aspects, which have not anything in common with sport. Another thing, which was discovered through the research was that sport provides the opportunities to use the foreign language elsewhere. Both top-level and recreational athletes have encountered various situations, where they had to use English. And because English language is nowadays one of the most important skills to know, sport is in this respect very useful. Finally, I would like to point out, that this research is rather limited and has lots of space for improvements. I am sure that with the certain modifications would similar research find out other important findings concerning motivation. I hope that with the completion of this research I have clarified, at least a little, this issue and helped to provide a better understanding of this, because the results may be used in practice in order to achieve higher effectivity of acquiring of knowledge, not only in English but also in other subjects, where the motivation is very important factor as well.

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APPENDIX

This part contains both Czech and English versions of the interviews and questionnaires.

Appendix A

<u>Polostrukturovaný rozhovor</u>

Věk: ………….   Pohlaví: ……………..   Škola: …………..

_____

1. Co děláte za sport?
2. Jak dlouho a jakým způsobem? (rekreačně, výkonnostně, vrcholově) a přibližně kolik hodin týdně?
3. Co Vás ke sportu přivedlo a proč tento sport dále provozujete?
4. Považujete sport jako neoddělitelnou součást Vašeho života? Proč?
5. Čeho chcete ve sportu dosáhnout?
6. Co pro to všechno děláte?
7. Budete se sportu věnovat i v budoucnosti?
8. Jak byste popsal vztah mezi sportem, který provozujete a anglickým jazykem?
9. Jaký jazyk se učíte ve škole?
10. Jak dlouho se ho učíte?
11. Jaký je Váš prospěch z cizího jazyka?
12. Ovlivňuje nějakým způsobem sport, kterému se věnujete, Váš pohled na učení se anglickému jazyce?
13. Myslíte, že Vám sport dává důvod studovat anglický jazyk? Proč?
14. Už jste se sportem dostal/a na nějakou mezinárodní akci?
15. Které 3 situace byste byl schopen/na zvládnout v cizím jazyce?
16. Jak by se Vám líbilo mít ve výuce anglického jazyka témata spojená se sportem?
17. Představte si, že byste měl/a možnost navrhnout hodinu anglického jazyka, co byste v ní chtěl/a mít?
18. Proč myslíte, že je důležité ovládat anglický jazyk?

Appendix B

<u>Dotazník</u>

Dobrý den,

jmenuji se Marek Firla a jsem studentem 2. ročníku magisterského studijního programu. Chtěl bych Vás touto cestou požádat o vyplnění dotazníku pro šetření k diplomové práci na téma: Sport jako motivace k učení anglického jazyka na sportovních školách. Dotazník i výsledky tohoto šetření jsou zcela anonymní a budou použity jen v diplomové práci.

Předem děkuji za vyplnění.

<u>Instrukce:</u>

Vaši odpověď, prosím zaznamenávejte vždy pod danou otázku zakroužkováním čísla, na stupnici 1-5, podle následující legendy:

1 = souhlasím
2 = spíše souhlasím
3 = nevím
4 = spíše nesouhlasím
5 = nesouhlasím

<u>Stanoviska:</u>

1. V učebnicích je hodně věcí týkajících se sportu.

      1   2   3   4   5

2. Když se v hodinách anglického jazyka bavíme o sportu, zajímá mě to více než jiná témata.

      1   2   3   4   5

3. Potřeboval/a bych více hodin anglického jazyka v průběhu školního roku.

      1   2   3   4   5

4. Věci, které se učíme v hodinách anglického jazyka, jsou důležité pro moji budoucnost.

      1   2   3   4   5

5. Má budoucnost ve sportu pozitivně ovlivňuje mou motivaci k učení anglického jazyka.

      1   2   3   4   5

6. Díky sportu mám možnost užívat jazyk i jinde než ve škole.

      1   2   3   4   5

7. To, že se věnuji sportu, obohacuje mou slovní zásobu v anglickém jazyce.

      1   2   3   4   5

Appendix C

<u>Semi-structured interview</u>

Age: ………….   Gender: ………..   School: ………

_____

1. Which sport do you do?
2. How long, and how frequent do you do sport? Do you consider yourself as recreational, performance (competitive) or top-level athlete?
3. What have brought you to sport, and why are you doing it?
4. Do you consider sport as an inseparable part of your life? Why?
5. Which goals would you like to achieve someday in sport?
6. What are you doing for it?
7. Are you going to do sport in your future life?
8. How would you describe the relation between sport, you are doing, and English language?
9. Which foreign languages do you learn at school?
10. How long do you learn them?
11. What are your school results from foreign language subjects?
12. Does sport, you are doing, affect in any way your perspective on learning English language?
13. Do you think, that sport gives you any reason to study English? Why?
14. Have you ever got, thanks to sport, to any international event?
15. Which three situations are you able to perform in English?
16. How would you like to have topic connected with sport during your English lessons?
17. Imagine that you would have a chance to design English lesson. What would such a lesson contain?
18. Why, in your opinion, is important to learn English?

Appendix D

<div align="center">Questionnaire</div>

Hello,

my name is Marek Firla and I am studying 2nd year of master´s study program. This way, I would like to ask you to complete the questionnaire for my graduate thesis on the topic: Sport as a Motivator for Learning English Language at Sport Oriented Schools. Questionnaires will be used only in this graduate thesis.

Thank you for cooperation.

<u>Instructions</u>:

Please note your answer on provided scales below given questions by circling the most appropriate number, according to following <u>legend</u>:

1 = I strongly agree
2 = I rather agree
3 = I do not know
4 = I rather disagree
5 = I strongly disagree

<u>Statements:</u>

1. In textbooks, there is a lot of topics about sport.

    1   2   3   4   5

2. If we talk about sport in English classes, I am enjoying it more than other topics.

    1   2   3   4   5

3. I need more hours of English during the school year.

    1   2   3   4   5

4. Things, we are dealing with, during English lessons are important for my future.

    1   2   3   4   5

5. My future in sport has positive effect on my motivation to learn English.

    1   2   3   4   5

6. Thanks to sport, I have opportunity to use foreign language elsewhere than only at school.

    1   2   3   4   5

7. My engagement in sport enriches my vocabulary in English language.

    1   2   3   4   5

SHRNUTÍ

Tato práce se zabývá jedním z hlavních činitelů při učení, v tomto případě při učení anglického jazyka, a to je motivace. Motivace je souhrn faktorů, které aktivují a usměrňují veškeré chování jedince a projevuje se v každé jeho činnosti. Motivace se u každého studenta diametrálně liší, a proto má každý jedinec odlišné důvody, proč studuje zrovna anglický jazyk. Tato práce zkoumá právě jednu z možných příčin, která vede jedince ke studiu anglického jazyka a to je sport. Značná většina žáků právě nějaký sport provozuje a to buď jen rekreačně, nebo na profesionální úrovni. Cílem této práce je zjistit, zda právě sport ovlivňuje míru motivace k učení anglického jazyka a pokud ano, tak v jakém rozsahu. V teoretické části této práce je uvedeno několik možných definicí motivace, spolu s odlišnými teoriemi motivace, které vysvětlují, co člověka motivačně ovlivňuje v průběhu jeho činnosti. V další části je motivace zkoumána z pohledu edukačního procesu a jsou zde prezentovány možnosti, jak motivaci k ha učení zvýšit skrze různé motivační strategie. V následující části, která je praktická, jsou pak tyto poznatky využity. V této části je pak právě popsán výzkum, který byl proveden za pomoci dotazníků a polostandartizovaných rozhovorů. Výsledky z výzkumu jsou pak shrnuty v další kapitole, kde jsou také navrženy možné implikace. Práce má za úkol přispět k pochopení složitého procesu motivace a vysvětlit jak se projevuje ve školním prostředí a jak může být využita k dosažení efektivnějšího edukačního procesu.