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**MOTIVAČNÍ STRATEGIE PŘI VÝUCE
ANGLICKÉHO JAZYKA NA 2. STUPNI ZŠ**

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Thesis

**EXPLORING MOTIVATIONAL STRATEGIES IN
TEACHING ENGLISH TO TEENAGE LEARNERS
AT LOWER SECONDARY SCHOOLS**

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Veronika Mlčochová

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ABSTRACT

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The goal of the thesis is to examine the role of motivation in language learning. It explores motivational techniques and strategies which can be used in English classes at lower secondary school. In the theoretical part, it defines the term motivation and describes its types and connection to second language acquisition. It also presents different motivational strategies and techniques. The list of motivational techniques and strategies functions as the basis for the research. The research was conducted by the means of questionnaire and focused on learners' level of motivation and their general attitude towards English at school. Furthermore, it examined the role of age in the context of motivation. The results of the research prove that motivation is an important issue in language learning and the age of the learners should be always taken into account.

TABLE OF CONTENTS

I. INTRODUCTION	1
II. THEORETICAL BACKGROUND	2
DEFINITION OF MOTIVATION.....	2
MOTIVATION AND SECOND LANGUAGE ACQUISITION (SLA).....	3
TYPES OF MOTIVATION.....	3
Theory of Intrinsic and Extrinsic Motivation	3
Integrative and Instrumental Motivation	4
Language Learning Motivation and Classroom Learning Motivation.....	4
MOTIVATIONAL STRATEGIES.....	5
Motivation through rewards and punishments-grading	5
Motivational teaching practice.....	6
Motivation through visions.....	14
III. METHODS	16
CONTEXT OF THE RESEARCH	16
QUESTIONNAIRE.....	16
PARTICIPANTS.....	17
IV. RESULTS AND COMMENTARIES	18
OPEN-ENDED QUESTIONS	18
STATEMENTS.....	22
COMMENTARIES.....	36
General information about respondents	36
Learners' preferences about English course and activities	36
Exposure to the motivational strategies and techniques	37
Age differences.....	39
V. IMPLICATIONS	41
SUGGESTIONS FOR FURTHER RESEARCH	42
VI. CONCLUSION	43
REFERENCES	44
APPENDIX A	45
APPENDIX B	46
SHRUTÍ	47

LIST OF TABLES

Table 1: What do you like the best about English lessons at your school?	19
Table 2: What don't you like you like about English lessons at your school?	20
Table 3: English is my favorite school subject.	22
Table 4: I think my English has improved in the past year.....	23
Table 5: I use English elsewhere, not only during the school lessons.	24
Table 6: I am able to communicate in English language.	25
Table 7: I feel good in my English lessons.	26
Table 8: I am not afraid to speak English in English lessons at school.	27
Table 9: I am not afraid of making a mistake in English lessons.	28
Table 10: We learn useful things for life in English lessons.	29
Table 11: Activities we do in English lessons are neither too difficult, nor too easy.	30
Table 12: I am often bored in English lessons.	31
Table 13: I often don't understand what I am supposed to do in English lessons.	32
Table 14: I am often successful in English lessons.....	33
Table 15: I work hard in English lessons to get good grades.	34
Table 16: I think that good knowledge of English is important for my life.....	35

LIST OF GRAPHS

Graph 1: Grades	17
Graph 2: What do you like the best about English lessons at your school?.....	19
Graph 3: What don't you like you like about English lessons at your school?	21
Graph 4: English is my favorite school subject.	22
Graph 5: I think my English has improved in the past year.....	23
Graph 6: I use English elsewhere, not only during the school lessons.	24
Graph 7: I am able to communicate in English language.	25
Graph 8: I feel good in my English lessons.	26
Graph 9: I am not afraid to speak English in English lessons at school.	27
Graph 10: I am not afraid of making a mistake in English lessons.	28
Graph 11: We learn useful things for life in English lessons.....	29
Graph 12: Activities we do in English lessons are neither too difficult, nor too easy.	30
Graph 13: I am often bored in English lessons.	31
Graph 14: I often don't understand what I am supposed to do in English lessons. ..	32
Graph 15: I am often successful in English lessons.....	33
Graph 16: I work hard in English lessons to get good grades.....	34
Graph 17: I think that good knowledge of English is important for my life.....	35

LIST OF FIGURES

Figure 1: The components of motivational teaching practice in the L2 classroom (Dörnyei, 2001)	6
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I. INTRODUCTION

Many researchers claim that motivation is an important and inseparable aspect of learning. Especially these days, motivation has become a challenging issue that teachers face in their teaching practice. The aim of this work is to investigate the role of motivation for teenage learners at lower secondary school and how motivation influences their attitude towards learning English.

The first chapter called Theoretical Background defines the term motivation. It further describes its connection to second language acquisition and presents main types of motivation used in the context of language learning-theory of intrinsic and extrinsic motivation, integrative and instrumental motivation. It also explains the difference between language learning motivation and classroom motivation. Further in this chapter, individual motivational strategies and techniques, which can be used in the language classroom, are identified and described.

In the chapter called Methodology, the questions and methods of the research are presented. Firstly, the context of the research is described. Secondly, the procedure of data collection is explained and the questionnaire used in the research is introduced. Lastly, the chapter gives information about participants of the research, their number, age, sex and level of English.

The chapter Results shows the results of the research. The chapter is divided into two parts. First part, Open-ended questions, presents the answers to the questions and number of respondents giving those answers. In the second part, the number and percentage of each response to the statements on the scale (I strongly agree, I rather agree, I do not know, I rather disagree, I strongly disagree) are shown.

In the part Commentaries, the results of the research are commented on. The part is divided into four parts. The first part discusses general information about the respondents. In other parts, the results are commented on in relation to the questions presented in the chapter Methods.

The chapter Implications presents how the results can be used in the teaching practice. The chapter is also dedicated to a discussion about limitations of the research and offers its possible modifications.

II. THEORETICAL BACKGROUND

The beginning of this chapter provides definition of motivation. Later on, it deals with its connection to second language acquisition and explains different types of motivation. In the second part, it presents various motivational techniques and strategies which can be implemented into English classrooms.

Definition of Motivation

There are many theories that describe motivation. The concept of motivation is so complex and influential in so many areas of human life that it is impossible to give the term just one definition. One of the scientists studying the motivational factor of human behavior Zoltán Dörnyei (2001) even states that “strictly speaking, there is no such thing as motivation” (p.1). He explains his words later by the fact that motivation is an abstract, hypothetical concept used to define why people think and behave certain ways (Dörnyei, 2001). Gardner (2010) who has spent most of his life studying motivation claims: it really is not possible to give a simple definition of motivation, though one can list many characteristics of a motivated individual. For example, a motivated individual is goal directed, persistent, aroused and attentive. It expends effort, has desires (wants), exhibits positive affect, has expectations, demonstrates self-confidence (self-efficacy), and has reasons (motives) for his or her actions.

The word motivation itself originated in Latin. It developed from the Latin verb *movere* which means to move. That is also how the scientists Ryan and Deci define motivation. According to them to be motivated means to be moved to do something. They describe an unmotivated person as someone who feels no inspiration, whereas someone who is energized or activated towards an end is considered motivated (Ryan & Deci, 2000).

Zoltán Dörnyei (2001) states that human behavior has two basic dimensions. The dimensions are direction and magnitude or intensity. Motivation concerns both of them. According to this theory motivation is the reason why people decide to do something, how much effort they put in pursuing it and how long they will do the activity.

Motivation and Second Language Acquisition (SLA)

Many experts in psychology and second language acquisition agree that motivation is one of the most important factors in learning foreign languages. According to R. C. Gardner, motivation is a combination of effort and desire to obtain the aim of learning a language as well as a positive attitude toward learning the language. It is also defined by the extent to which an individual works or strives to learn a language because of a desire to do so and the satisfaction experienced in this activity. (Gardner, 1985)

Types of Motivation

There are different theories about types of motivation. First of them categorizes motivation into two types: intrinsic and extrinsic motivation. This theory was introduced by psychologists Richard M. Ryan and Edward L. Deci (Ryan & Deci, 2000). Another classification was introduced by Gardner. He talks about motivation again in two categories- integrative and instrumental. Later, after many years of research Gardner published another theory of types of motivation- language learning motivation and classroom language motivation (Gardner, 2010). All of these classifications will be discussed in the following part of the thesis.

Theory of Intrinsic and Extrinsic Motivation

Psychologists Ryan and Deci in their Self-Determination Theory (2000) distinguished two different types of motivation. First of them is called intrinsic motivation, which refers to doing something because it is enjoyable, interesting. Extrinsic motivation on the other hand makes people do something for it leads to an outcome. In other words, people under the influence of intrinsic motivation do an activity for the activity itself, for the pleasure coming from the activity. Whereas, people who are motivated extrinsically do the activity in order to get some kind of reward, or to avoid a punishment. In the field of SLA it means learners who are motivated intrinsically enjoy the process of learning for the learning itself, or for the love of the language. Extrinsically motivated learners usually learn for some reasons coming outside- the motives can for example be good marks at school.

Integrative and Instrumental Motivation

R.C. Gardner introduced a theory about integrative and instrumental motivation known also as his socio-educational model. It relates to language learning. Vivian Cook and David Singleton (2014) in their work describe that integrative motivation is characterized by positive attitudes towards the target language groups and its way of life and this orientation comes into play when the second language acquirer aspires to become integrated in some sense with the community that uses the target language. It means learners who are led by integrative motivation have the intention to become a part of the culture of people using the target language.

Instrumental motivation is in the same study characterized by the desire to obtain something practical from studying a second language. This type of motivation is typical for classroom learning of languages where learners are not socially integrated into the community using the target language. Learners usually have practical and short-term goals such as meeting the requirements of the school, applying for a job, or gaining access to information in the second language.

Cook (2000) comments that students who are not under influence of instrumental or integrative motivation, will face problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them. It is also suggested that both types of motivation can very often be present at one time (Cook & Singleton, 2014).

Language Learning Motivation and Classroom Learning Motivation

In 1985 Gardner introduced his theory about integrative and instrumental motivation. Twenty-five years later he comes up with another theory, the theory of two types of motivational construct. In his work he refers to the distinction between language learning motivation and classroom learning motivation. He explains that motivation to learn a second language is not simple to define and cannot be measured only by one scale. He also adds that the type of motivation, extrinsic or intrinsic, integrative or instrumental, is not that important for language learning, and does not help in the process. What is important is the intensity of motivation and its impact on behavioral, cognitive and affective components of human attitude (Gardner, 2010).

Language learning motivation refers to motivation to learn a second language. This construct is relatively stable, although likely to change under certain circumstances. Classroom learning motivation refers to motivation in a specific classroom situation. It focuses on the individuals' perception of tasks. It can be influenced by many factors such as teachers, the class atmosphere, the course content, materials, facilities, and personal characteristics of the student (Gardner, 2010). Dörnyei (2001) in his work also discusses this theory and brings in techniques - motivational strategies to increase learners' motivation in the classroom and also their attitude towards learning a second language.

Motivational strategies

According to Dörnyei (2001) motivational strategies are techniques that promote the individual's goal-related behavior. They refer to motivational influences that are consciously exerted to achieve systematic and enduring positive effect. If we talk about motivational strategies, the most common one is the strategy using rewards and punishments (e.g. school grades). However, there exist other techniques that can successfully promote learners' motivation, and in the end, they might be even more effective for they focus not only on learners' extrinsic motivation, but also influence and improve learners' attitude towards the process of learning as well as towards the language itself. One of the techniques is theory of motivational teaching practice introduced by Zoltán Dörnyei (Dörnyei, 2001) Another one is a concept of possible selves presented by Marcus and Nurius (1986).

Motivation through rewards and punishments-grading

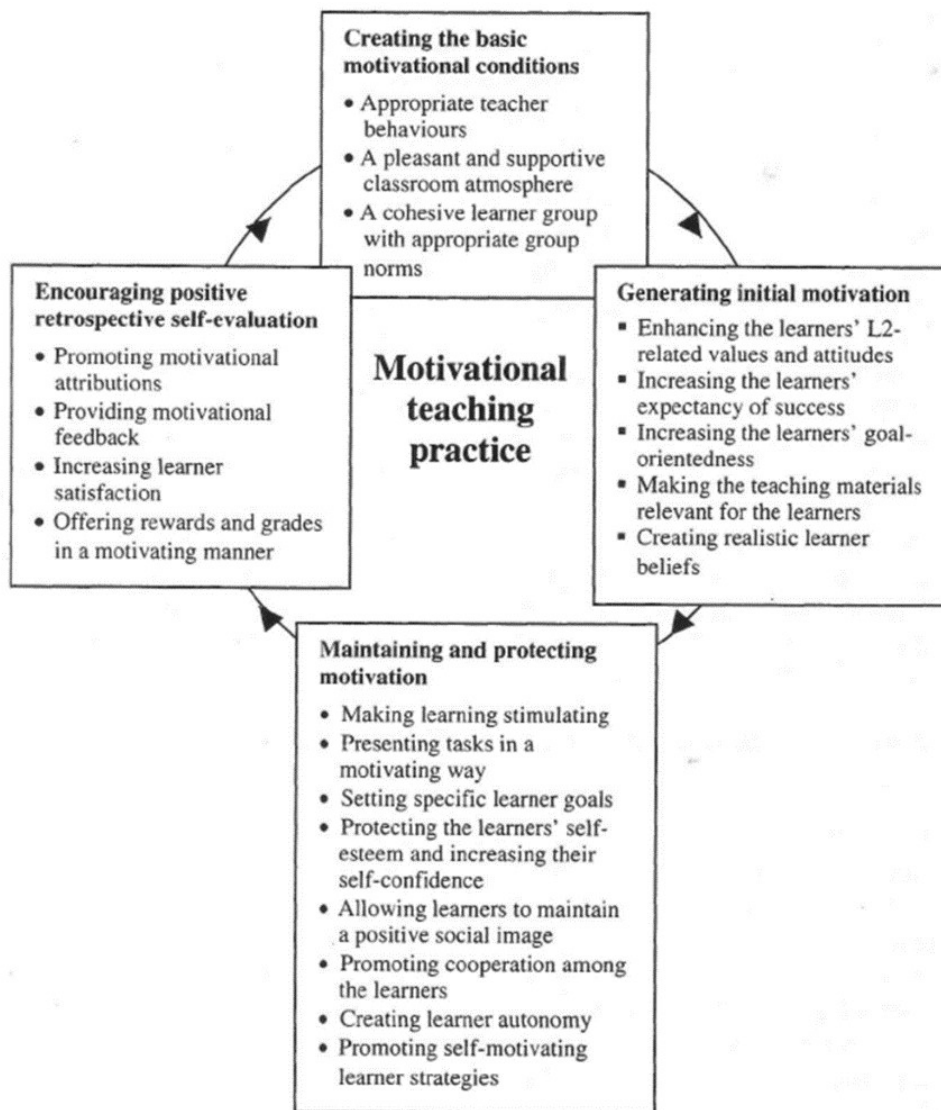
A very common way to motivate learners is the practice of rewards and punishments. This kind of method relates to extrinsic motivation. It is sometimes called the theory of carrot and stick. John Adair (2004) in his work describes the theory using the story of a donkey that will not move. There are two options: you can either beat it with a stick to make it move, or you can hold a carrot in the direction you want it to move and then give the carrot to it as a reward. It is not important which option you choose; it is the result that matters-the donkey does what you want. Many teachers say that it is not possible to motivate students any other way. This type of motivation is quite straightforward and simple. Learners are motivated to learn not for the process of learning, but to get a reward or to avoid punishment. Usually the learning process is not a pleasure activity for them; they can find it boring and they do not

connect learning with the real life, which if we speak about learning languages is not desired. An educational psychologist Jere Brophy in his work (2004) comments that for most of the students learning is boring and they do not find it meaningful, if they are not taught things they could use in their real lives. In such situations, they require the grading system and the carrots and sticks.

Motivational teaching practice

Motivational teaching uses the practice of effective teaching in general. To motivate learners, it is often enough to improve the quality of teaching and choose the right methods.

Figure 1: The components of motivational teaching practice in the L2 classroom (Dörnyei, 2001)



Brophy (2004) comments on the role of teaching practice in motivating students and says that if the curriculum is well matched to students interests and abilities, if the teachers teach the right things in the right way, the process of learning is fun and motivation takes care of itself. Of course, not all the methods will work with every student, but it is highly possible that some of them will. The theory of motivational teaching was processed by Dörnyei (2001), and he introduced four main components of motivational teaching. As can be seen in the Figure 1, the motivational aspects in the language classroom are: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, encouraging positive retrospective self-evaluation. In the following part I will discuss all four aspects in detail and give examples of using them in the language classroom.

Creating the Basic Motivational Conditions. Basic motivational conditions mean a pleasant classroom atmosphere. The pleasant climate of the classroom depends on several aspects. First of all, it is the teachers' behavior. This aspect is considered to be the most important motivational factor in the classroom according to a survey led by Dörnyei and Cziser in 1998. Dörnyei (2001) comments that almost everything teachers do in the classroom influence students' motivation. He also discusses 4 general points that create teachers' behavior in the classroom. The general points are enthusiasm, commitment to and expectations for the students' learning, relationship with the students and relationship with the parents. Enthusiastic teachers should show their interest and love for the things they do. In practice it means they should show their personal interest in L2 language, their personal experience with the language, but also with the material they use during the lessons. Nick Thorner (2017) says that teachers' commitment to their subject will raise interest and curiosity of the learners. He also adds that if the teacher does not take seriously what he or she does, why should the students. Teachers should care about the students' success. They should not send a message to them that their success does not matter. Possible ways to show your interest in students' success are for example offering concrete assistance, working individually with students, correcting tests promptly, responding to the help requests, sending interesting articles, be available, or offer extracurricular opportunities. It is important to communicate to students they are important. This attitude will support the relationship with the students. There are other techniques that improve relationships between teachers and students. One of the techniques mentioned in the Thorner's work is a conversation with students about topics from their lives unrelated to the lesson. It is also

important to maintain good relationships with their parents, as they play an important part of students' motivation. Therefore, parents should be regularly informed about the progress of their children and they can be even involved in some tasks at home (Dörnyei, 2001).

Another way to create the basic motivational conditions is to maintain pleasant and supportive atmosphere in the classroom. It means environment without any tension, where students are not stressed and show mutual trust and respect, and where no one feels insecure. There are two components that are responsible for creating the safe environment. Firstly, it is the teacher's behavior, as it was mentioned above, and secondly, it is the students' relationships with each other. According to Dörnyei (2001), it is necessary to promote the development of group cohesiveness. It means to focus on interaction, cooperation and sharing personal information among learners, use small groups tasks, organize extracurricular activities, change the seating patterns frequently, establish constructive group norms, and observe if they are not violated without being noticed.

Generating Initial Motivation. Many psychologists state that people are naturally curious about the world. This fact should make the learning process easy and the eagerness to learn should be the main motivational factor in schools. In reality the situation is different. Brophy (2004) believes that it is caused by the fact that school attendance is compulsory for students and the content of curriculum is selected on the needs of the society, not on the needs of individual students. Dörnyei (2001) states that unless teachers are singularly fortunate with the composition of their class group, students' motivation will not be automatically there and they will need to try and actively generate positive student attitudes towards learning. Dörnyei and Ushioda (2011) divided the strategies that can generate positive learners' attitude towards learning into five groups. The groups are: enhancing the learners' language-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 learners' beliefs.

Enhancing the learners' language-related values and attitudes. Everyone has a system of attitudes, beliefs and feelings about the world around us and this value system influences people's motivation. It is a result of past experiences. By enhancing it, it is possible to raise motivation. Dörnyei (2001) mentions three dimensions of values: the

intrinsic, integrative and instrumental. Intrinsic value is related to an actual process of learning the language. Integrative one focuses on the language itself and speakers of the language, and instrumental value is formed by the possible benefits of learning the language. He also adds that the most influential strategy to promote the learners' language-related values is presenting peer role models, for example invite them to talk about their positive experiences or associate the learners with more enthusiastic peers in group work.

Increasing the learners' expectancy of success. Dörnyei (2001) states: "Expectancy is in the mind of the learner" (p. 57). It means if teachers want to increase learners' expectations, they should arrange the conditions of the learning process in order to make the learners feel more positive and optimistic. The often-mentioned strategy of not giving the students difficult tasks is not the only possibility to achieve success expectations. Dörnyei (2001) suggests other methods such as providing sufficient preparation before tasks using suitable pre-task activities, offering assistance during the tasks, letting students help each other, making the criteria for success as clear as possible, as well as offering the model success, or removing potential obstacles to learning, by which he means for example a lack of time or disturbance by other students. Brophy (2004) also emphasizes the positive impact of success expectations during the learning process. He writes that there are two components of motivation-motivation to succeed and motivation to avoid failure. When students' motivation to succeed is stronger, they willingly engage in the task. On the contrary if they are under the influence of motivation to avoid failure, they seek to avoid the task or to do the task in a way to minimize the failure. Brophy's advice to increase success expectations involves challenging the students within their zones of proximal development and helping them meet the challenges by providing appropriate instructions, guidance and feedback, and also by encouraging them during the process.

Increasing learners' 'goal-orientedness'. It is a belief of many psychologists and educators that setting the right goals is one of the most powerful motivational technique. To set the goals effectively teachers should keep in mind that suggested goals should be realistic for the students, neither too easy, nor too difficult. Brophy (2004) states: "If you consistently urge students to perform beyond their capacities, you will lose your credibility. Students will begin to find your urgings irritating or depressing rather than encouraging and energizing"

(p. 70). Many researches show that most students do not understand why they are involved in a learning activity. According to Dörnyei and Ushioda (2011), it is mainly caused by the fact that the official group goal (usually the one that is connected to mastering the course content and is set by outsiders) is not the real group goal. To avoid this situation and to increase the goal-orientedness of the group, Dörnyei and Ushioda (2011) suggest to discuss the personalized group goals with learners. This way also allows learners to define their own personal criteria for success and helps them to identify themselves better with the goal. Brophy (2004) summarizes this topic by stating that learners should see the goals as helpful guides to their effort, not as externally imposed obstacles they have to overcome.

Making teaching materials relevant for learners. Materials used in the classrooms should reflect the class goals effectively. If the materials really do that, it is highly possible that they are relevant for the learners. Dörnyei and Ushioda (2011) say: “One of the most demotivating factors for learners is when they have to learn something that they cannot see the point of because it has no seeming relevance whatsoever to their lives“ (p.116). Teachers should therefore examine their learners’ goals and topics that are close to them and use materials that reflect those. According to Thorner (2017), coursebooks are the most used resource in the language classrooms. He agrees that a coursebook can offer valuable support to the learners, but he also warns that it can put motivation at risk, if the content of the book does not show enough authentic resources, if the topics are unconnected to the learners’ world, or if the language presented in it is unnatural. He suggests using online materials, as they are particularly appealing and connect learners with the world beyond the classroom.

Creating realistic learner belief. Dörnyei (2001) says that most of the learners have certain beliefs about learning languages. However, in many cases those beliefs are unrealistic and not correct, and they can become obstacles during the learning process. He also adds that unrealistic beliefs for example about the expected progress and its promptness, can function like ‘time bombs’. They can bring disappointment later. He suggests that it is important to talk about the key issues of learning languages in the beginning of the course. Dörnyei and Ushioda (2011) list two most important things teachers should do to correct learners erroneous assumptions: “they need to develop an informed understanding of the nature of second language acquisition and reasonable criteria for progress; they should be

made aware of the fact that the mastery of a foreign language can be achieved in a number of different ways, using diverse strategies, and therefore a key factor leading to success is for learners to discover for themselves the methods and techniques by which they learn best” (p. 117).

Maintaining and protecting motivation. A very important part of learning is to create learners’ initial motivation. However, even more important and also more demanding is to maintain the learners’ motivation. It is a natural tendency of humans to get tired or bored of an activity. Fortunately, there is a wide spectrum of motivational strategies that keep learners motivated (Dörnyei, 2001). Dörnyei and Ushioda (2011) list following areas of strategies that are, according to them, relevant for classroom application:

- 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;
- promoting cooperation among the learners;
- creating learners’ autonomy;
- promoting self-motivating learners’ strategies (p. 118)

Making learning stimulating and enjoyable. Dörnyei (2001) suggests that there exist three main types of strategies to make learning more stimulating: breaking the monotony of learning, making the tasks more interesting and increasing the involvement of the students. During the school year both teachers and learners can settle into familiar routines, which can easily transform into monotony. In order to avoid this situation, it is necessary to vary the learning tasks and other aspects of the teaching. Teachers should also keep in mind the content of the task. The content should be challenging and attractive for the learners. The latter can be done by modifying the tasks and adapting them to the learners’ natural interests, or by including intriguing, exotic, humorous, competitive and fantasy elements. Brophy (2004) agrees with Dörnyei and says that the tasks do not have to be enjoying, however, he emphasizes the necessity of the meaningful and worthwhile activities. He advises to structure the units around powerful ideas and to include a variety of learning activities and formats.

He also suggests that individual activities should be appropriately challenging and scaffolded, and the most desirable classroom activities according to him are activities that allows students to accomplish the teacher's instructional goals as well as to accomplish many of their own personal and social goals.

Thorner (2017) thinks that the key to sustain motivation is careful task design and mentions few key factors teachers should keep in mind while designing the tasks which ensure the motivational level during the process of learning. The factors are: creativity and skill, collaboration, choice, challenge and control. Learners should have opportunity to be creative with the language, because it allows them to show their skills. Collaboration increases the motivation by greater individual's commitment to objectives, and it also satisfies social needs. Having a choice gives learners autonomy. Learners can even choose the level of challenge, so that it is a right level for them. The last key factor mentioned by Thorner is control. By control is meant constant feedback.

Presenting tasks in a motivating way. Not all the tasks are considered interesting for learners and yet they need to be taught. Dörnyei (2001) thinks that the way teachers present tasks can make a great difference in learners' motivation to approach them. The motivational introduction of an activity should explain the purpose and the utility of the task, motivate learners to anticipate in the task and provide appropriate strategies for doing the task. It may seem complicated to fulfill all these functions, especially the motivational one. Brophy (2004) describes his research on introducing the task. The results are surprising. Only about a third of the teachers' task introductions from the research were judged to have positive effect on learners' motivation. Most of these were brief predictions that the students would enjoy the task or would do well on it. In about 100 hours of classroom observation, only nine task introductions included substantive information about motivation to learn. The research shows that low level of student engagement was observed on tasks that the teachers had introduced by communicating negative expectations. Dörnyei and Ushioda (2011) suggest that "an inspirational instruction should not be only a description of what are learners supposed to do, what accomplishment is expected and how the accomplishment will be evaluated, but also should fulfil three other functions: explaining the purpose and utility of a task, stimulating learners' anticipation and providing appropriate strategies for doing the task" (p. 119).

Protecting the learners' self-esteem and increasing their self-confidence. In order to keep learners motivated, it is also important to build their confidence. This is a crucial part of learning a language. Learners need to believe in themselves to be able to focus on process of learning. Dörnyei (2001) says: "Self-esteem and self-confidence are like foundations of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them. You can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to bloom as learners" (p. 87). According to Dörnyei (2001), without learners' self-confidence, learning is impossible to happen. Dörnyei and Ushioda (2011) come with a suggestion how to increase learners' self-confidence in a context of the language classroom, which can be sometimes even threatening. Teachers should explain that competence is a changeable and controllable aspect of development, they should emphasize what learners can do rather than what they cannot do, they should encourage learners and explain them that making mistakes is a part of the learning process, learners should be made to feel useful during the lesson.

Encouraging positive retrospective self-evaluation. The last part of motivational teaching practice is a self-evaluation. This part might seem insignificant, since learners should be already motivated by implementing all the strategies that were mentioned above to the language teaching. It is true, however, the way how learners feel about their past accomplishment and how they are able to evaluate them, influences their attitude towards future learning. As it is suggested, the retrospective evaluation should be positive and teachers can help in this process by using appropriate strategies (Dörnyei, 2001).

One of the strategies is based on promotion effort attribution in the learners, it means teachers should encourage learners to explain their successes or failures by lack of effort rather than lack of ability. Dörnyei and Ushioda (2011) explain that ability is a stable and uncontrollable factor and if learners assign their results to their low ability, it may influence their attitude towards the further learning, it may delay their future achievement. Whereas effort factors are considered unstable and controllable, learners feel that they are able to influence their future achievement by trying harder and therefore are more motivated. Another strategy is to provide motivational feedback. Effective motivational feedback should, according to Dörnyei (2001), increase learners' satisfaction and spirit by offering praise, promote a positive self-concept and self-confidence, and the most importantly encourage the learners to reflect on areas that need to be improved. This type of feedback is

called 'positive information feedback' and it provides learners with information rather than just judgement.

Motivation through visions

Another way of motivation that can be used in a learning process has been introduced in the recent years and is based on a theory presented by Markus and Nurius (1986). They call it '*A theory of possible selves*' and state: "possible selves represent individuals' ideas of what they might become, what they would like to become and what they are afraid of becoming. Possible selves are important, because they function as incentives for future behavior (i.e., they are selves to be approached or avoided) and second, because they provide an evaluative and interpretive context for the current view" (p. 954). They further explain that possible selves are different from the present selves, but they are closely connected to them.

Dörnyei (2005) applied the theory to the field of SLA and believes that it offers a powerful motivational strategy. Possible selves represent individual learners in future state, they involve thoughts, images and senses, and manifest one's goals and aspirations. He proposed motivational construct called 'L2 (second language) Motivational Self System' that consists of three constituents: ideal L2 self, ought-to-L2 self and L2 learning experience. Ideal L2 self can work as a powerful motivator as learners would like to reduce a gap between their actual knowledge and the knowledge of their ideal future self. Ought-to-L2 self presents attributes that learners believe they ought to have to avoid possible negative outcomes. And finally, L2 learning experience involves specific learning environment and experience of individual learners.

Dörnyei and Ushioda (2011) offer instructions how to effectively use this motivational strategy. They introduce six steps of L2 motivational system strategy:

- construction of the ideal L2 self;
- strengthening the vision;
- making the ideal L2 self believable;
- operationalising the vision;
- keeping the vision alive;
- counterbalancing the vision (p. 131).

At first it is necessary to create the vision- students' ideal L2 self. Teachers should guide students through the process in this phase, show them possible selves and also present role models to illustrate potential future selves. The next step is to strengthen the vision, to make the image more vivid by using methods of imaginary enhancement. The ideal L2 self should also be believable. This motivational strategy can be effective only in case that the possible self is considered really possible, it is therefore necessary to have realistic expectations and to weigh all possible obstacles and difficulties that can occur on the learners' way to the ideal self. Teachers should also discuss a way to the learners' ideal selves: effective plans with concrete goals and engaging methods (Dörnyei & Ushioda, 2011).

III. METHODS

The research is based on the theory of motivational teaching introduced by Zoltán Dörnyei. In his work he describes motivational strategies and techniques often used in language learning (Dörnyei, 2001). My goal was to find out how teenage learners feel about their English course at school, which activities they prefer and which activities done in the lessons they do not like. Another question of my research focused on motivational strategies and techniques used in the classroom. The goal was to discover if teenage learners are, in their opinion, exposed to some of the strategies and techniques mentioned in Dörnyei's work, and how it influences their attitude towards English learning. The last issue I focus on is how learners' age influence motivation and attitude towards English learning. I compare responses of sixth-graders, pupils at the age of 11 to 13, and ninth-graders, pupils at the age of 14-16, to find out if their attitude changes or not.

Context of the research

The research was conducted at Základní škola Blovice, in a small town of approximately 4000 inhabitants situated near Plzeň. At this school English is taught from the third grade obligatorily, but most of the pupils participating in the research have been studying English already since the kindergarten or the first grade of school. They have three 45-minute lessons a week and usually learn in groups of 15-20 pupils.

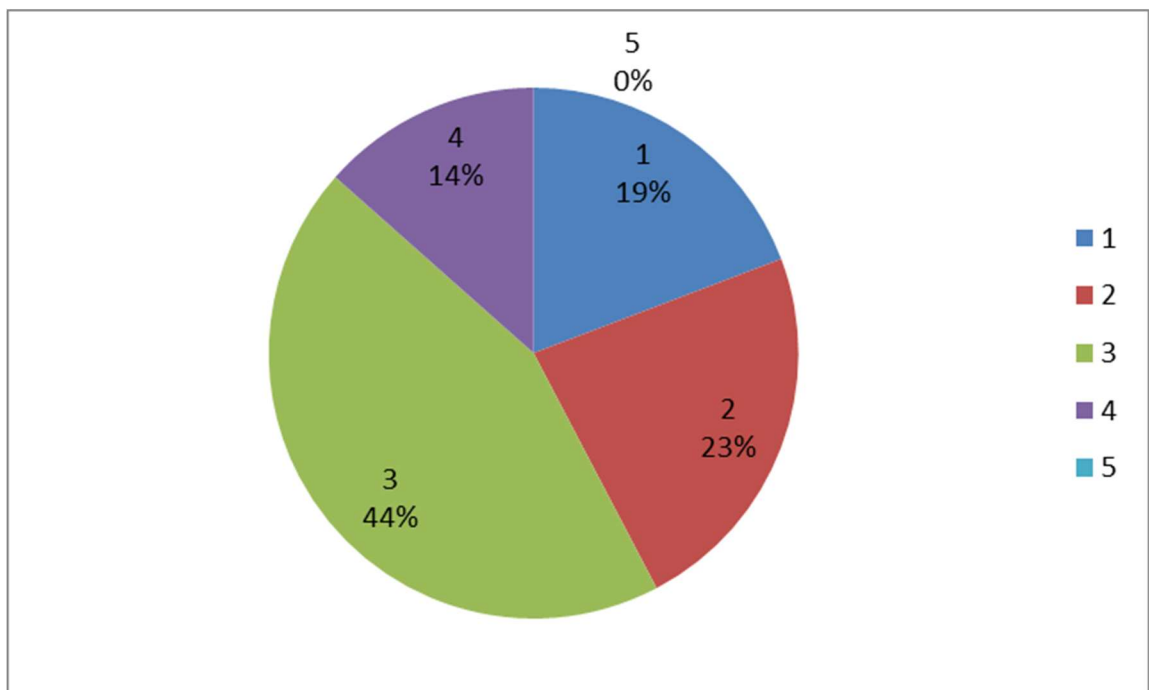
Questionnaire

The research was anonymous. It was conducted in Czech to minimize misunderstanding and to help the pupils to express their opinion properly. The first part of the questionnaire (see Appendix A and B) focuses on general information about pupils-their sex, age, grade, level of English and where they learn English. The second part contains two open-ended questions about pupils' preferences in their school English course. The last part of the questionnaire consists of a set of 14 statements and pupils were asked to mark the level of their agreement with them on the following scale: I strongly agree, I rather agree, I don't know, I rather disagree, I strongly disagree. The statements reflect some of the principles of motivational teaching which are crucial for establishing motivational environment in the language classrooms.

Participants

The questionnaire was completed by 52 pupils at the the age of 11 to 16. There were 26 girls and 26 boys. 22 of them attend the ninth grade and 30 pupils attend the sixth grade. Most of the participants learn English only in their English course at school. Only three of them stated that they take private extra classes of English. Three of the participants also declared they learn English at home by watching films and playing computer games. The participants' level of English varies. If we consider their grades as a way of defining the level of English, they are mostly average learners, but there are also excellent pupils and pupils whose level is rather low, as it can be seen in the Graph 1.

Graph 1: Grades



IV. RESULTS AND COMMENTARIES

In this chapter the results of the research are presented. The chapter is divided into two parts. Firstly, the results of the open-ended questions and the results of the level of agreement with statements are presented. In the second part, the results are further commented on.

Open-ended questions

This part of the questionnaire was represented by two questions:

1. What do you like the best about English lessons at your school?
2. What don't you like you like about English lessons at your school?

From total number of 52 respondents, nine of them did not answer these two questions. There were mostly pupils of the ninth grade who did not want to share their opinions. Answers of other ninth-graders were rather short and did not show much positive attitude towards their English course. The answers from the sixth-graders were more concrete and almost everyone answered the questions. Only two of them did not know what to write. The results of this part of questionnaire can be seen in Tables 1 and 2, and also in Graphs 2 and 3.¹

1. What do you like the best about English lessons at your school?

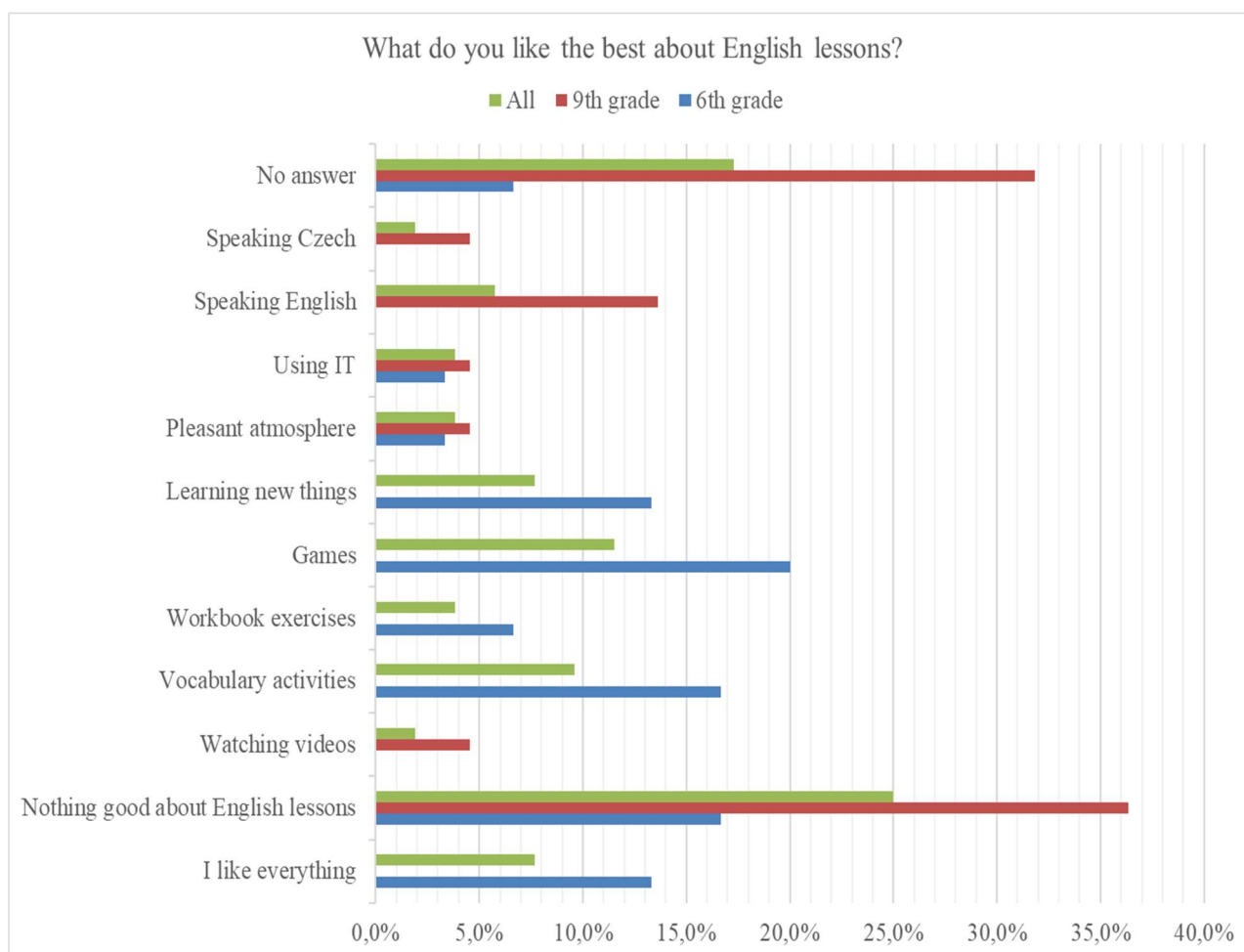
A very common answer to this question was that there is nothing they like about their English lessons. On the contrary, there were pupils who claimed that they like everything. In the sixth grade, pupils often mentioned games as their favorite activities, but also learning new vocabulary, working with their workbook and learning new language in general. Some of the pupils of the ninth grade also like speaking activities. For two pupils, pleasant atmosphere during lessons is a positive thing. Some pupils also like using IT and watching English videos. One pupil even prefers speaking Czech in English lessons.

¹ As the number of respondents from the sixth grade and the ninth grade is different, it was necessary to provide information not only about numbers of responses, but also the percentage of responses to be able to compare results from both grades. Therefore, the results are shown both in tables and graphs. The tables offer number of responses, whereas in the graphs, it is possible to see the percentage.

Table 1: What do you like the best about English lessons at your school?

What do you like the best about English lessons?	6 th grade	9 th grade	All
I like everything	4	0	4
Nothing good about English lessons	5	8	13
Watching videos	0	1	1
Vocabulary activities	5	0	5
Workbook exercises	2	0	2
Games	6	0	6
Learning new things	4	0	4
Pleasant atmosphere	1	1	2
Using IT	1	1	2
Speaking English	0	3	3
Speaking Czech	0	1	1
No answer	2	7	9

Graph 2: What do you like the best about English lessons at your school?



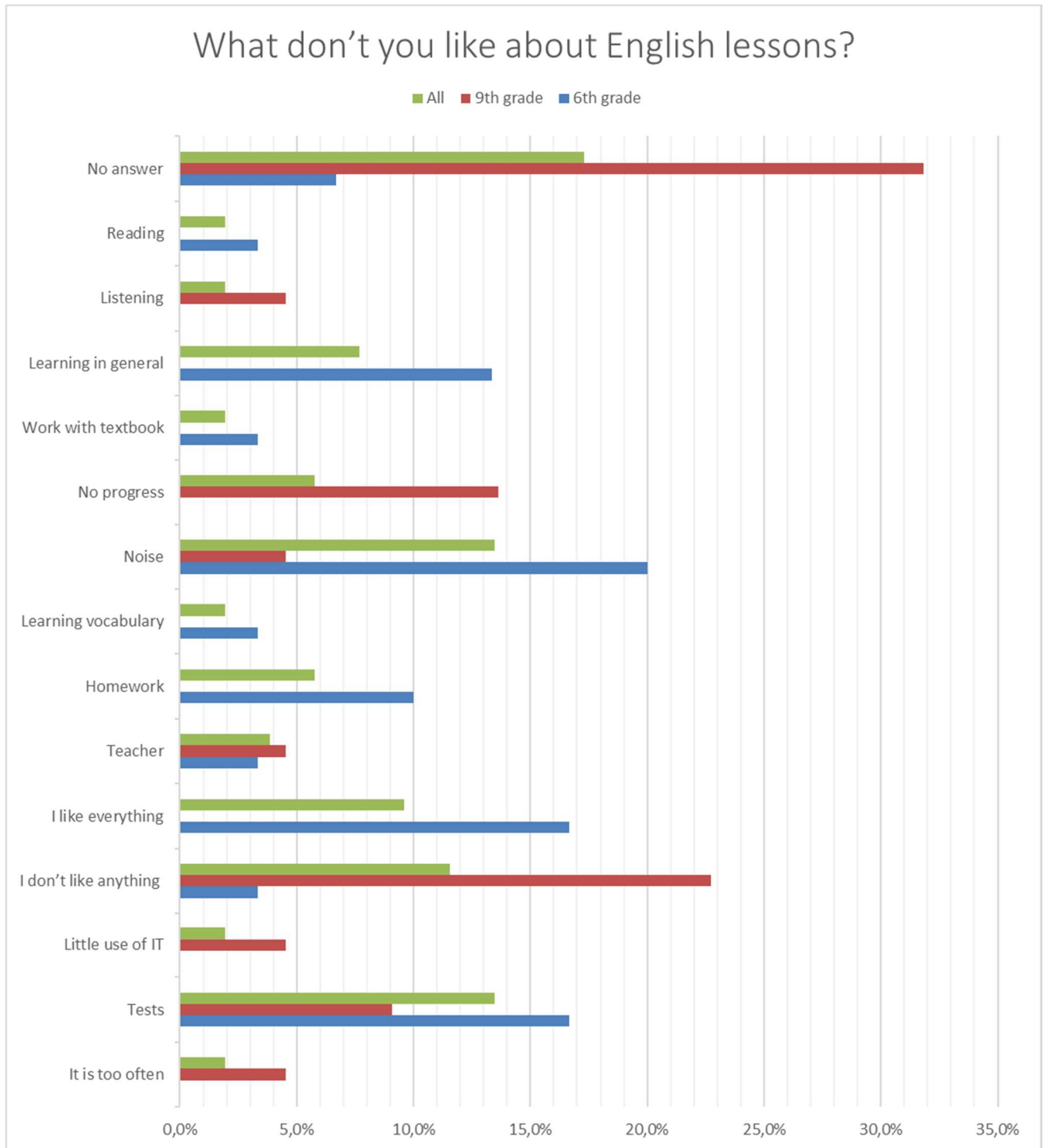
2. What don't you like you like about English lessons at your school?

Answers to this question were also variable. Two most mentioned things which pupils do not like are tests and noise. Both answers appeared seven times, more often mentioned by the sixth-graders. Answers to this question exposed general attitude of some pupils towards English lessons. On one hand, six of them, especially ninth-graders, stated that there is nothing they like about them. On the other hand, five pupils of the sixth-grade could not find anything they do not like about their English lessons. Four pupils dislike learning English in general, some of the respondents were more specific and expressed their antipathy towards learning vocabulary, listening or reading activities or working with textbooks. Three pupils are not satisfied with their progress, they think English lessons do not offer opportunity to improve their knowledge. Other dislikes about English lessons were the teacher, homework and their frequency.

Table 2: What don't you like you like about English lessons at your school?

What don't you like about English lessons?	6th grade	9th grade	All
It is too often	0	1	1
Tests	5	2	7
Little use of IT	0	1	1
I don't like anything	1	5	6
I like everything	5	0	5
Teacher	1	1	2
Homework	3	0	3
Learning vocabulary	1	0	1
Noise	6	1	7
No progress	0	3	3
Work with textbook	1	0	1
Learning in general	4	0	4
Listening	0	1	1
Reading	1	0	1
No answer	2	7	9

Graph 3: What don't you like you like about English lessons at your school?



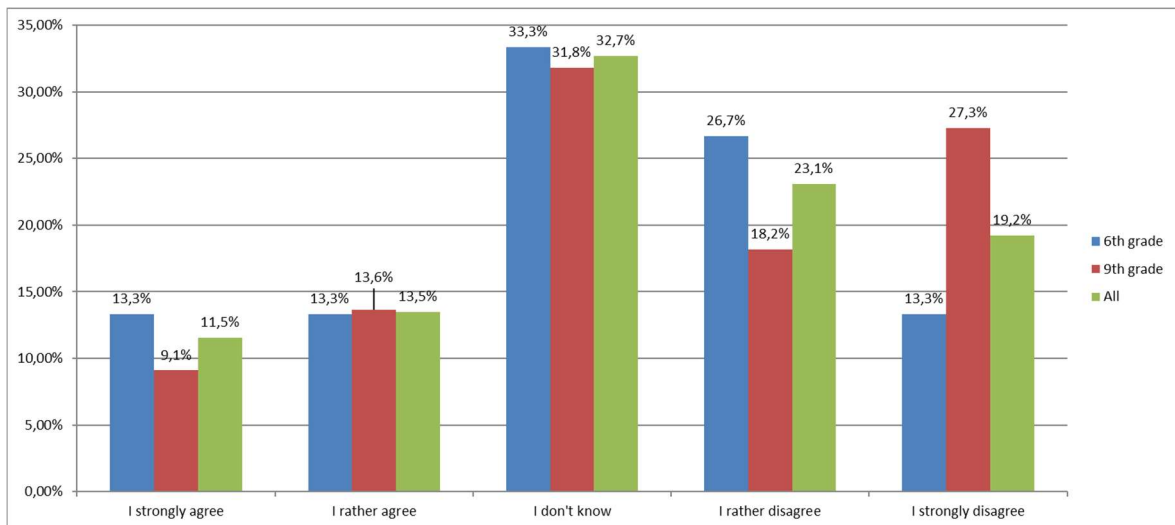
Statements

Second part of the questionnaire focused on pupils' agreement with given statements. They chose their answers from the following scale: I strongly agree, I rather agree, I do not know, I rather disagree, I strongly disagree. This part contained 14 items and results of each of them are presented separately in Tables 3-17 showing number of responses, and Graphs 4-18 showing percentage of responses. The results in the graphs are further divided according to the grade the respondents attend.

Table 3: English is my favorite school subject.

Question 6.1	English is my favorite school subject.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	6	7	17	12	10

Graph 4: English is my favorite school subject.



As it can be seen in Table 3 and Graph 4, only 13 pupils strongly or rather agreed with the statement that English is their favorite subject. Almost a third of them do not know and 22 rather or strongly disagree with the statement. The results of the sixth-graders and ninth-graders do not differ much, only pupils attending the ninth grade seem to be more radical in their disagreement.

Table 4: I think my English has improved in the past year.

Question 6.2	I think my English has improved in the past year.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	10	11	13	8	10

Graph 5: I think my English has improved in the past year.

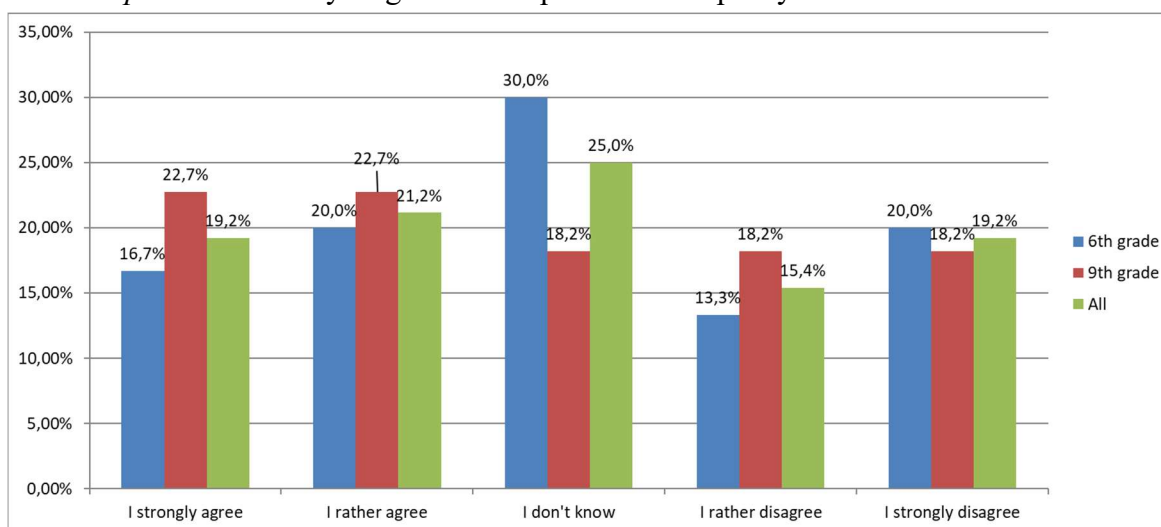


Table 4 and Graph 5 indicate rather balanced results. Table 4 shows that 10 pupils strongly agreed and 11 rather agreed that their English had improved in the past year. 13 pupils were not sure about this statement. The rest, 18 pupils, strongly or rather disagreed and think their English has not get better in the past year. If we look at the graph the differences between sixth-graders and ninth-graders are not major. The greatest difference can be seen at the answer I do not know where the younger pupils seems to be more uncertain about their progress, which can be caused by their age and less experience with learning.

Table 5: I use English elsewhere, not only during the school lessons.

Question 6.3	I use English elsewhere, not only during the school lessons.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	20	12	7	3	10

Graph 6: I use English elsewhere, not only during the school lessons.

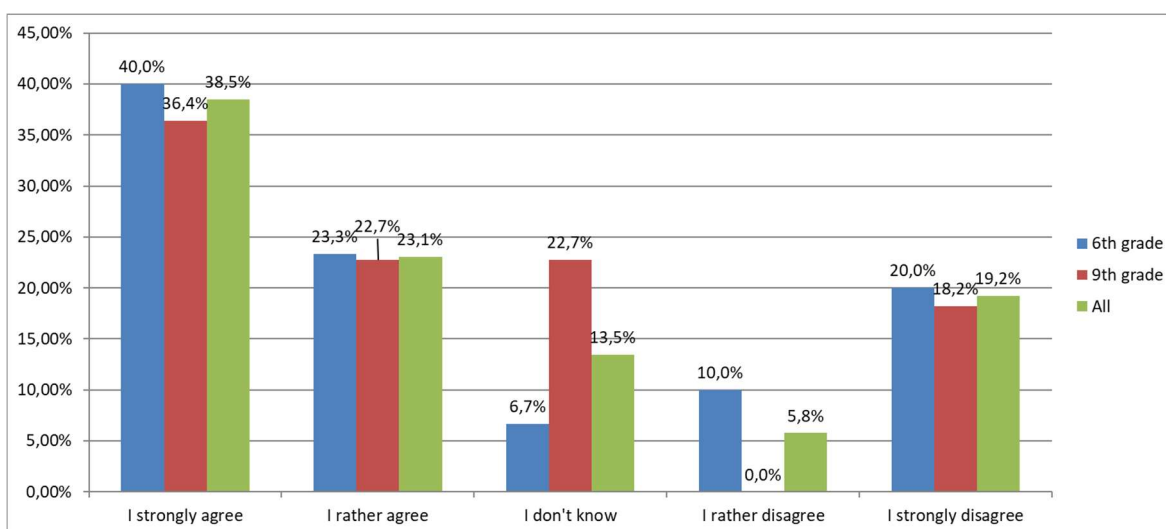
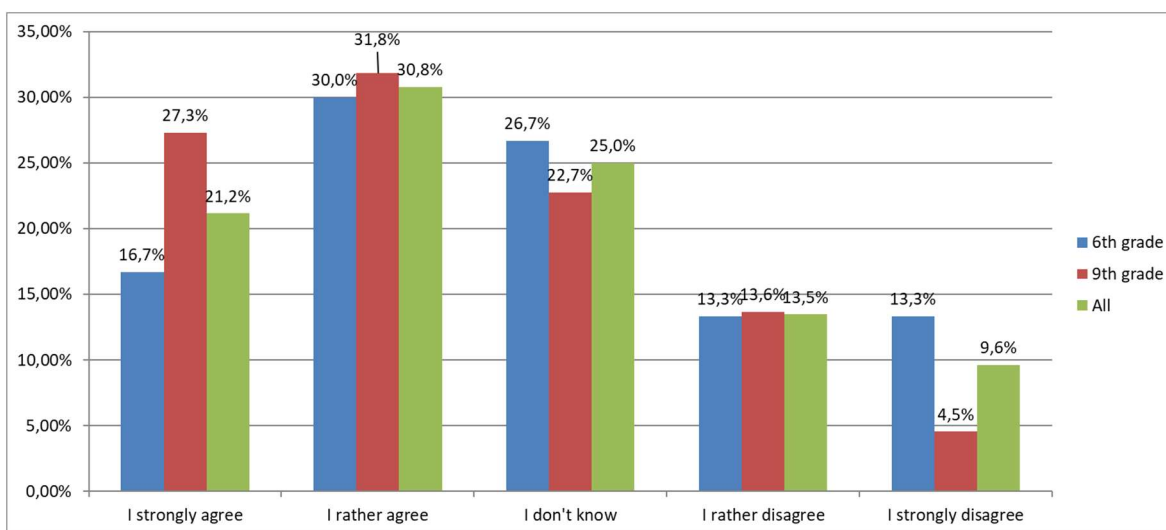


Table 7 shows that 32 pupils, which is according to Graph 8 more than 60% of respondents, use English not only in the school during the English lessons, but also outside the school. 20 of them even said that they strongly agree with the statement. 13 pupils of all ages have experience with English only during the lessons and the rest does not know. Interestingly, it was mostly ninth-graders who could not decide, if they use English elsewhere or not. The results of other responses do not reveal many differences between younger and older learners.

Table 6: I am able to communicate in English language.

Question 6.4	I am able to communicate in English language.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	11	16	13	7	5

Graph 7: I am able to communicate in English language.



According to Table 6, 27 pupils believe that they are able to communicate in English, 11 of them strongly agreed and 16 rather agreed with the statement. 13 respondents probably do not have so much experience and are not sure about their ability to communicate in English. The rest of the pupils disagree with the statements that they are able to communicate in English language. Graph 7 shows that especially older learners who attend the ninth grade believe in their communicative competence. Younger pupils seem to be more skeptical about their competence, as more than 13% of them strongly disagreed with the statement.

Table 7: I feel good in my English lessons.

Question 6.5	I feel good in my English lessons.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	6	14	12	9	11

Graph 8: I feel good in my English lessons.

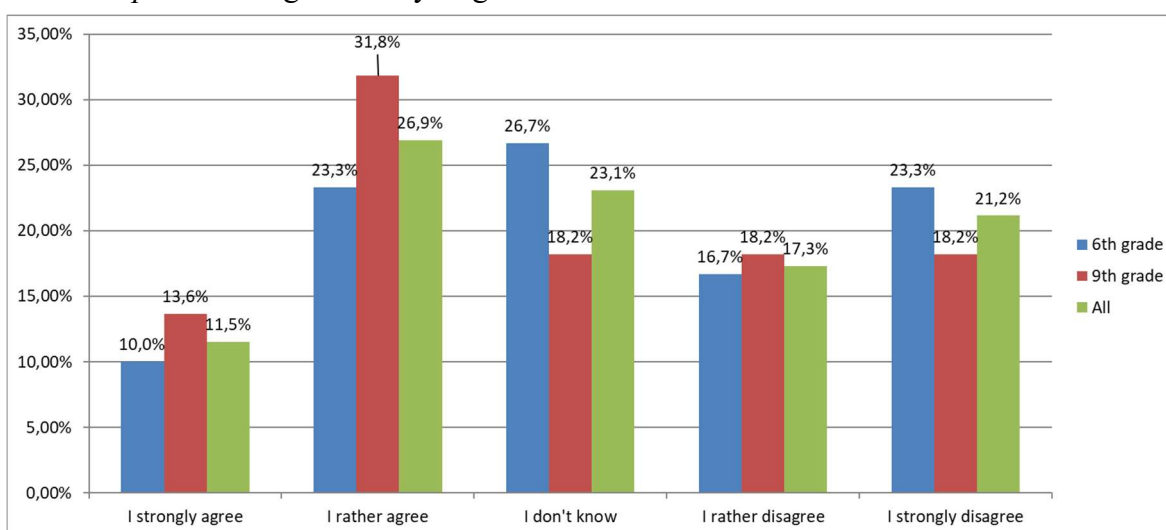
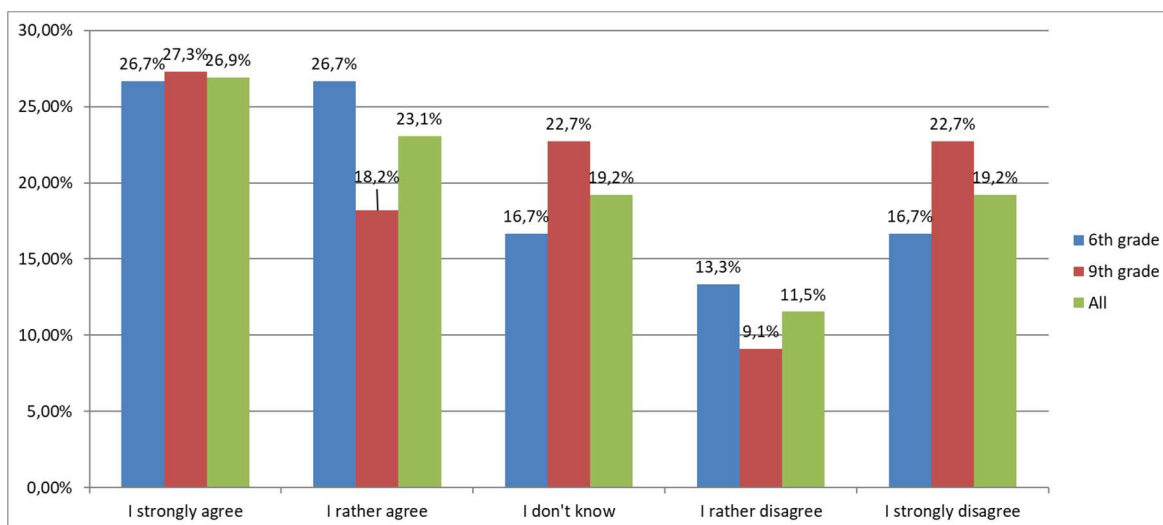


Table 7 shows that only 6 pupils from the research strongly believe they feel good in their English lessons. 14 pupils rather agreed, so they probably often feel good there. However, 20 pupils in total do not feel good in their English lessons, they chose to answer I rather disagree or I strongly disagree with this statement. The rest, 12 pupils, did not know how to respond. Graph 8 reveals that the ninth-graders feel more comfortable in the lessons than the sixth-graders. More than 44% of the ninth-graders strongly or rather agreed that they feel good in English lessons, whereas only 33% of sixth-graders experience the same feeling.

Table 8: I am not afraid to speak English in English lessons at school.

Question 6.6	I am not afraid to speak English in English lessons at school.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	14	12	10	6	10

Graph 9: I am not afraid to speak English in English lessons at school.

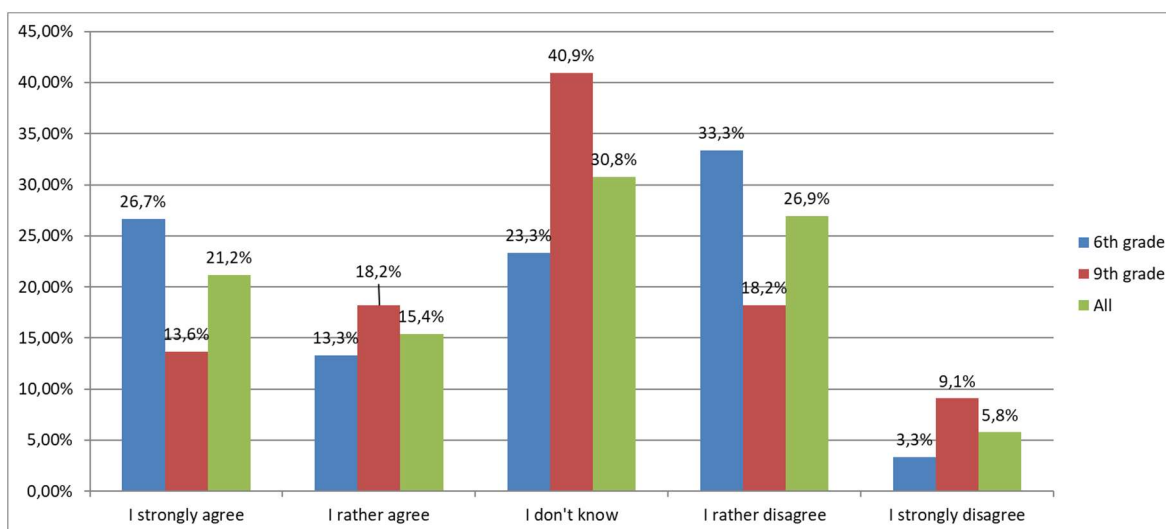


From Table 8, it is obvious that exactly half of the pupils are not afraid to speak English in their English lessons. 6 of the pupils rather disagreed with the statement. 10 pupils are definitely afraid to speak English in their lessons. 10 respondents chose to answer I do not know. From Graph 9 can be seen that especially older pupils are more self-conscious during their English lessons. 22,7% of them stated they strongly disagree with the statement. However, in both age categories there is quite high percentage of pupils who are not afraid of speaking English, more than 53% of sixth-graders and 45% of ninth-graders.

Table 9: I am not afraid of making a mistake in English lessons.

Question 6.7	I am not afraid of making a mistake in English lessons.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	11	8	16	14	3

Graph 10: I am not afraid of making a mistake in English lessons.



As it can be seen from Table 9, most of the pupils do not know if they are afraid to make a mistake in English lessons or not. From Graph 10, it is obvious that mainly the ninth-graders are not sure about their agreement or disagreement with this statement. 19 respondents rather or strongly agreed with this statement and 17 respondents are afraid of making mistakes in English lessons. Graph 10 also shows that for 40% of sixth-graders making mistakes in English lessons is not an issue, whereas 36% of them are afraid of making mistakes. The ninth-graders are more fearful in the question of making mistakes. Only 31% of them are not afraid of making mistakes.

Table 10: We learn useful things for life in English lessons.

Question 6.8	We learn useful things for life in English lessons.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	26	11	14	0	1

Graph 11: We learn useful things for life in English lessons.

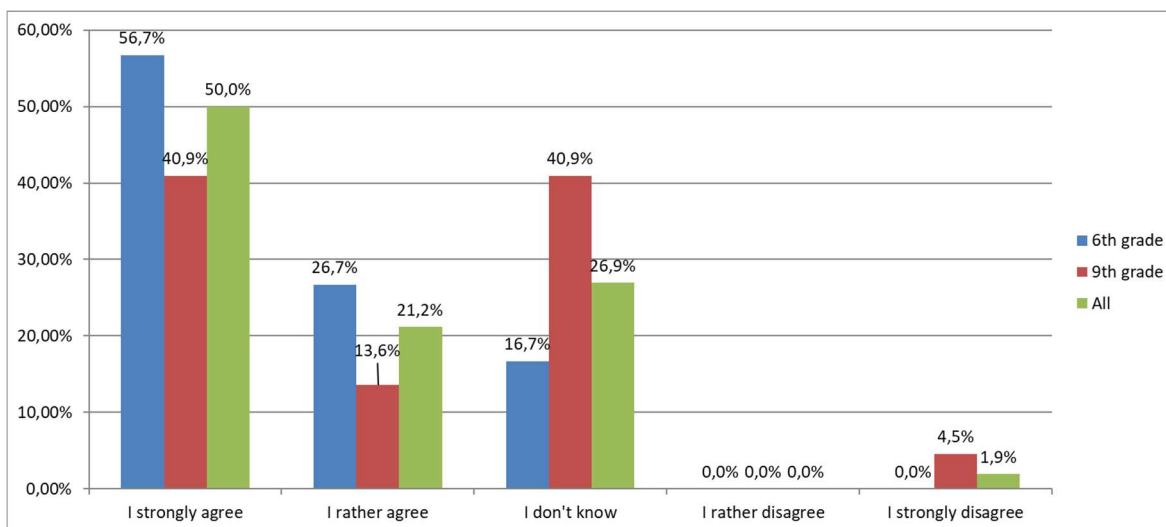


Table 10 and Graph 11 demonstrate that most of the pupils think they learn things useful for their lives in the English lessons. From Table 10 can be seen that 26 of them even strongly agree with the statement. Only one pupil from 9th grade strongly disagreed and thinks that what is taught in their English lessons is useless. 14 pupils were not able to say if they agree or not. Surprisingly, younger pupils are more convinced about usefulness of what they learn. Graph 11 shows that 83,4% of sixth-graders find English lessons beneficial for their lives. Ninth-graders are more doubtful and only 54,5% of them have the same opinion as the sixth-graders.

Table 11: Activities we do in English lessons are neither too difficult, nor too easy.

Question 6.9	Activities we do in English lessons are neither too difficult, nor too easy.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	13	12	24	2	1

Graph 12: Activities we do in English lessons are neither too difficult, nor too easy.

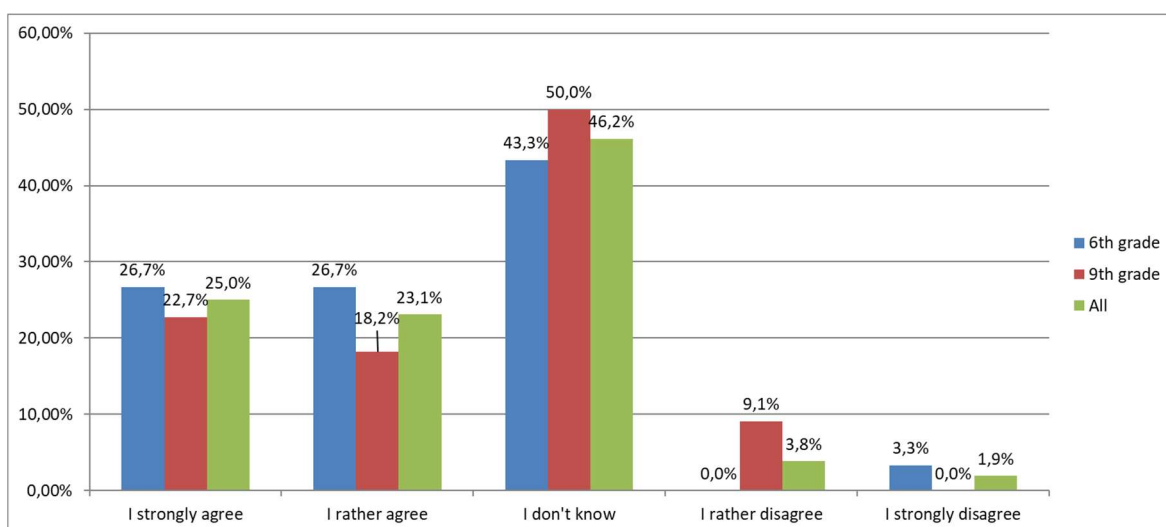


Table 11 reveals that only three respondents find activities done in English lessons either too easy or too difficult. 25 pupils think that activities in English lessons are appropriate for their level. It was difficult to decide whether to agree or not for 24 respondents. The differences in opinions of sixth-graders and ninth-graders are not noticeable. Graph 12 shows that the percentage of younger learners who agree with the statement is slightly higher than the percentage of older learners. Ninth-graders are again more indecisive and 50% of them chose answer I do not know.

Table 12: I am often bored in English lessons.

Question 6.10	I am often bored in English lessons.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	11	10	18	3	10

Graph 13: I am often bored in English lessons.

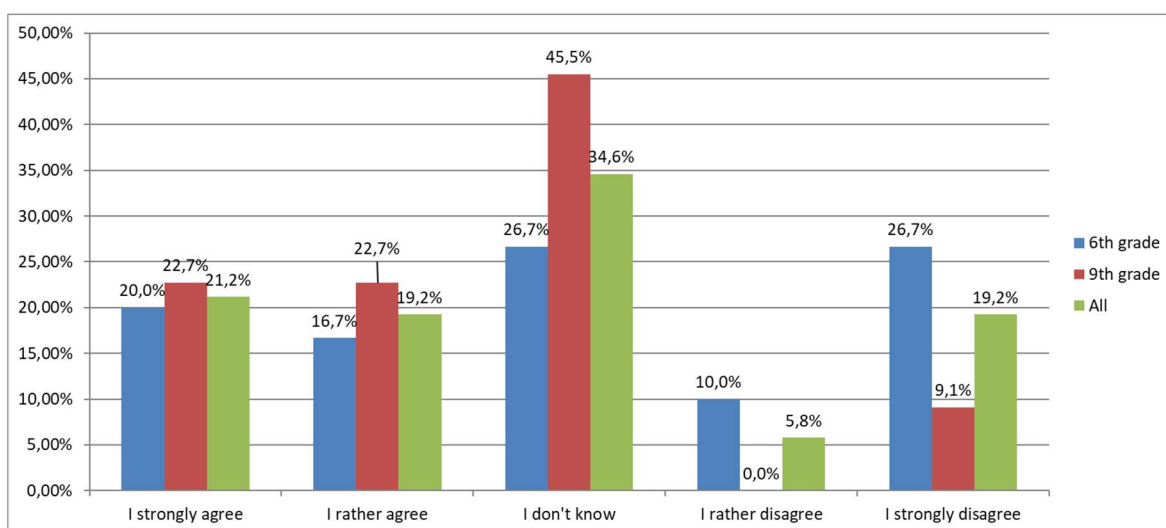
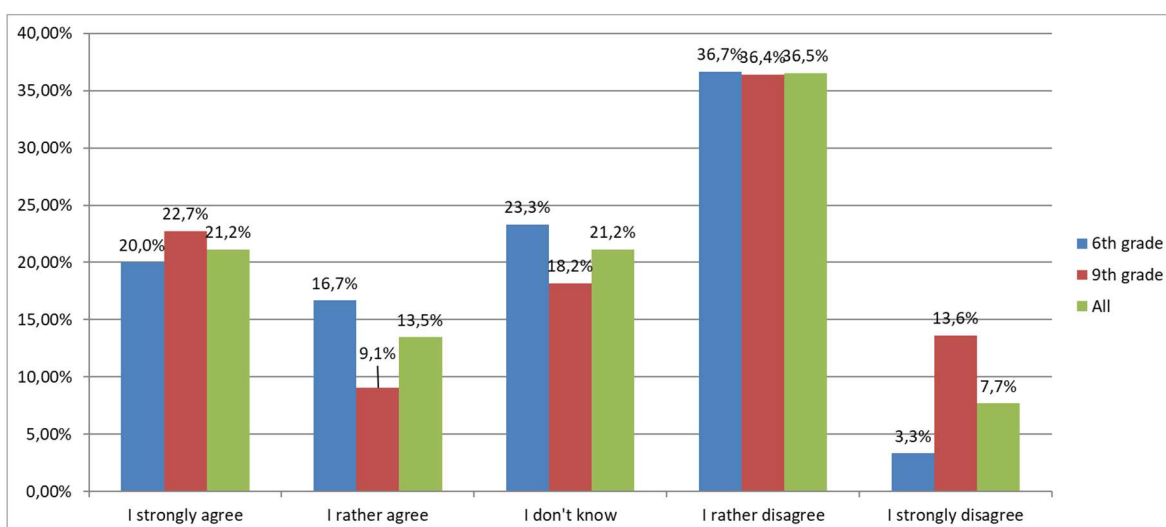


Table 12 indicates that 21 pupils who participated in the research find their English lessons boring. 11 respondents strongly and 10 rather agreed with the statement I am often bored in English lessons. There were 18 pupils who did not know, if they are bored, and only 13 respondents disagreed with this statement. From Graph 13, it is obvious that mostly sixth-graders (36,7%) find English lessons interesting. The exactly same percentage of younger learners said they agree with the statement. Only 9% of ninth-graders expressed their disagreement with the statement. The rest of the older learners are either not sure or bored in the English lessons.

Table 13: I often don't understand what I am supposed to do in English lessons.

Question 6.11	I often don't understand what I am supposed to do in English lessons.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	11	7	11	19	4

Graph 14: I often don't understand what I am supposed to do in English lessons.

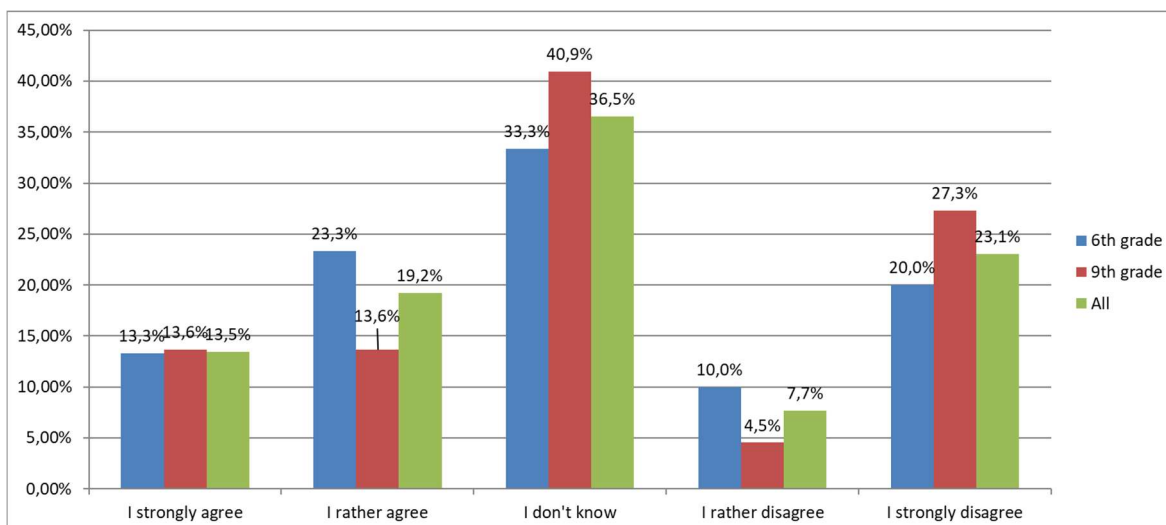


As it can be seen in Table 13 pupils most often claimed that they rather disagree with the statement I often do not understand what I am supposed to do in English lessons. Four of them even strongly disagreed with the statement. 18 respondents have problem with understanding the instruction in their English lessons and showed their agreement with the statement. The rest of the pupils (11) decided to answer I do not know. Graph 14 reveals that the percentage of I rather disagree answer is almost identical in both age groups of learners (36%). Similarly, the percentage of pupils who chose answer I strongly agree is not much different in both age groups (20%/ 22,7%).

Table 14: I am often successful in English lessons.

Question 6.12	I am often successful in English lessons.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	7	10	19	4	12

Graph 15: I am often successful in English lessons.



As for the question of success in respondents' English lessons, Table 14 shows that most of them (19) do not know, if they are or they are not successful. Number of learners who consider themselves successful is more or less the same as the number of those who think they are not successful. As can be seen in Graph 15, about 30% of both sixth-graders and ninth-graders disagree with the statement and more often they chose the option I strongly disagree. Slightly higher percentage of sixth-graders (36,6%) than ninth-graders (27,2%) experience success in their English lessons.

Table 15: I work hard in English lessons to get good grades.

Question 6.13	I work hard in English lessons to get good grades.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	13	16	15	6	2

Graph 16: I work hard in English lessons to get good grades.

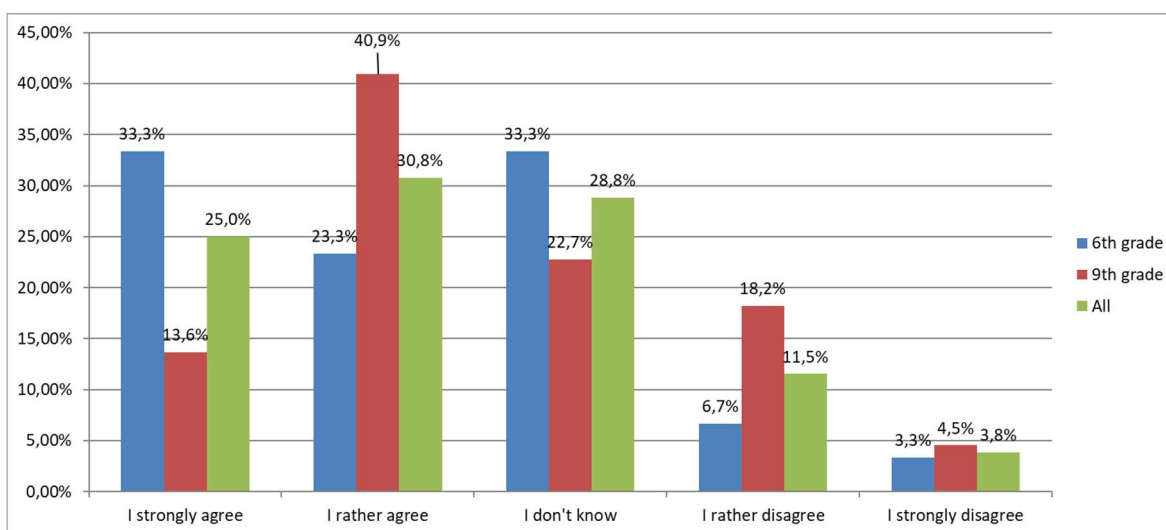


Table 15 and Graph 16 reveal that the main motivation for most respondents are grades. Only 8 of the pupils disagree with the statement that they work hard to get good grades. For 29 respondents, grades are an important tool of motivation. 15 pupils did not know if they work hard to get good grades, or if there is another reason to learn. From Graph 16, it is obvious that higher percentage of ninth-graders (22,7%) than sixth-graders (10%) disagreed with the statement. Sixth-graders are more convinced that they work hard for grades, as 33% of them chose answer I strongly agree. Although grades are also important for ninth-graders, they mostly chose answer I rather agree (40,9%).

Table 16: I think that good knowledge of English is important for my life.

Question 6.14	I think that good knowledge of English is important for my life.				
Answer:	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
Number of students:	27	11	13	1	0

Graph 17: I think that good knowledge of English is important for my life.

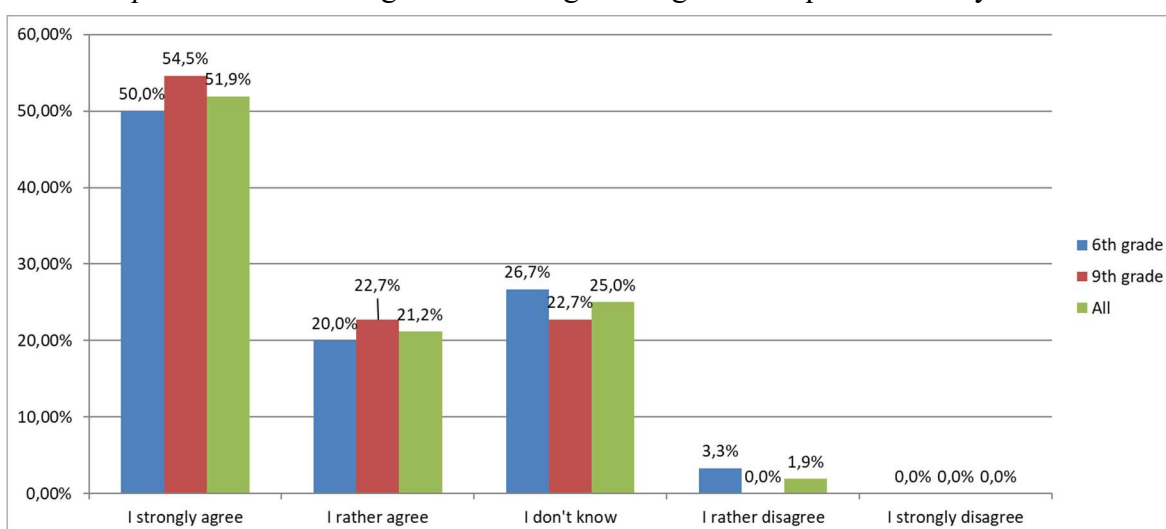


Table 16 demonstrates that only one person does not think that English is important for one's life. As can be seen in Graph 17, the only person voting for I rather disagree attends the sixth grade. 27 pupils strongly agreed and 11 rather agreed with the statement. The rest (13) did not know how to decide about this statement. Graph 17 also indicates that the differences between sixth-graders and ninth-graders are not major in this topic.

Commentaries

This part of the thesis further comments on the results of the research. The results are commented on in relation to the questions presented in the chapter Methods.

General information about respondents

The first part of the questionnaire focused on general information about pupils. Although English at their school is obligatory from the third grade, most of the respondents claimed that they started learning English already in the kindergarten or in the first grade. That means most of them have been studying English for more than five (in case of six-graders) or eight (in case of ninth-graders) years. This reality was reflected in the question 6.2 of the questionnaire where more than half of the pupils stated that they are able to communicate in English. Although the length of learning is not the only factor affecting the level of knowledge, I suppose there should be positive outcome after five/eight years.

The fact that for 46 pupils out of 52, English course at school is the only source of English learning was surprising for me. Three pupils stated they also take private extra classes and three other pupils responded they learn English by watching films in English and playing computer games. I expect that other respondents do the same, they just did not think of these activities as a source of learning.

Learners' preferences about English course and activities

The pupils' attitude towards their English course is evident from the question 6.1. Pupils gave their opinion on following statement: English is my favorite subject. From the results, it can be seen that for 22 of them English is not a favorite subject. Only 13 pupils agreed with the statement and claimed they like their English course. The negative attitude of some respondents is also obvious from the results of the second part of the questionnaire, open-ended questions. 13 pupils could not find anything positive about their lessons. The results were quite disappointing for me, because the answers at question 6.14 showed that the learners participating in the research are aware of importance of English for their life. The negative attitude of the learners might be caused by the lack of techniques and strategies that enhance learners' motivation. Teachers should implement those techniques to raise pupils' interest in English and increase popularity of this subject.

The results of the second part of the questionnaire, open-ended questions, also showed that it is difficult to speak about preferences for some learners. Nine respondents did not even answer the questions. Some of them were really brief and vague in their responses by answering everything and nothing. Fortunately, the rest of the respondents gave examples of concrete things they like or dislike about their English lessons.

From the concrete activities written in the questionnaire, the most popular one seems to be playing games. It is no surprise that it was an answer written only by the sixth-graders. At their age, they still require these types of activities involving competition and teachers should implement them in their lesson plans. Sixth-graders also often mentioned learning vocabulary and learning English in general as activities they prefer. For some people learning vocabulary might be a nightmare, but I suppose that in this case, teachers choose strategies that their pupils like, probably already mentioned activities based on competition. For ninth-graders, a favorite activity mentioned the most often, was speaking. Learners participating in the research also like using IT and watching English videos. These two last activities are apparently close to pupils' lives and that is why they prefer them. Another important positive thing, two pupils stated, was pleasant atmosphere. According to Dörnyei (2001) pleasant atmosphere is one of the basic motivational conditions and these results supports his theory.

Answers to the second question about pupils' dislikes confirmed that each learner is different and prefers different things. Although few sixth-graders claimed they like learning English, there are also pupils who thinks the opposite. Among things the respondents dislike the most is noise during the lessons. Pupils complained that their classmates often speak when they are not supposed to during the lessons. It is one of the causes of bad classroom atmosphere, which might be demotivating. Another unpleasant thing about English lessons are tests. This answer was a choice of seven pupils. They consider tests to be stressful and they are worried that they fail. Three respondents complained that they see no progress in their learning and that is the thing they dislike. It is an important motivational factor to see improvement, and if there is no such evidence, people can lose interest in learning.

Exposure to the motivational strategies and techniques

The last part of the questionnaire was focused on using motivational techniques and strategies in English lessons. From the answers to the first statement, it can be seen that

English is not generally favorite subject of the respondents. The results of the questions in this part of questionnaire should explore why it is so. Dörnyei (2001) provides a list of 100 motivational techniques which, if used correctly, should lead to positive attitude towards learning and therefore to better results. For this part of my questionnaire, I chose some of the techniques which seemed important to me. Pupils were supposed to express their agreement with the given statements. According to the results, it is possible to say, if chosen motivational techniques are used by teachers of the participants in my research.

One of the techniques that generates initial motivation of learners is encouraging them to apply English in real-life situations. As it can be seen from the results at statement 6.3, pupils from the research claimed they use English in another context than just during their lessons.

Statements 6.5, 6.6, and 6.7 focused on techniques based on creating pleasant and supportive atmosphere in the classroom. Dörnyei (2001) pointed out that if there is pleasant atmosphere in the classroom, pupils feel good, they are not afraid to speak the language and they do not have to be afraid of making mistakes, because they know making mistakes is a natural part of learning. The results show that only 20 of the respondents feel good in their English lessons, 26 pupils are not afraid of speaking English in the lessons and 19 are not afraid of making mistakes. For these respondents the atmosphere in the classroom is probably quite pleasant and they are likely to be more motivated than the others. The results demonstrate that more than half of the pupils feel uncomfortable in English lessons.

Statement 6.8 focused on relevance of the content and materials of the lessons to the pupils' lives. In this case, the results are more obvious. Only one person thinks that what they do in English lessons is not connected to their lives. 37 pupils think that what they do is useful for life. If the content is connected to pupils' lives, they are more likely to be motivated.

Another important motivational technique is to plan activities that are challenging for learners. Answers to the statement 6.9 showed that pupils are adequately challenged during the lessons. Only three pupils find the tasks either too easy or too difficult.

Answers at the statement 6.10 revealed that 21 pupils are often bored during the lessons. It might be caused by the fact that presented tasks do not require their active mental or body involvement or are not stimulating enough.

Statements 6.11 and 6.12 investigated whether techniques that increase learners' expectancy of success are used during English lessons. At question 6.11 pupils judged if they know what is expected from them during the tasks. The results demonstrated that 23 pupils have no problem with understanding the purpose of the task. On the contrary, 18 respondents claimed that they often do not know what they are supposed to do. To increase motivation, it is necessary to make sure that there are no obstacles to success. Not knowing what is expected can be a serious barrier to successful achievement. Question 6.12 was more straightforward. 17 pupils said that they are often successful in doing tasks. 19 respondents did not know and 16 pupils think they often fail in the tasks. To increase learners' success orientation, Dörnyei (2001) proposes offering learners sufficient preparation before and assistance during the tasks. Another important technique is to set achievable goals and to give clear description of task criteria.

The last two questions, statements 6.13 and 6.14, were focused on the actual motivation of the learners. Although most of the learners are aware of importance of English in their lives, answers at statement 6.13 showed that the main motive to learn English are the grades. 29 pupils stated they work hard mainly to get good grades.

Age differences

The research was conducted in two different age groups, in the sixth grade and in the ninth grade. The age difference between these two groups is approximately three years. Most of the respondents from the sixth grade are 12 years old, whereas respondents from the ninth grade are mostly 15 years old. The last question of the research is whether learners' age influence their motivation and attitude towards English learning. According to the answers from the questionnaire, there are differences in responses. In the open-ended questions, sixth-graders showed more interest and their answers were usually more concrete. As it was already mentioned, their preferred activities were connected to game elements. On the contrary, none of the ninth-graders stated games as a favorite activity. Their most mentioned favorite activity was speaking.

Last part of questionnaire, statements, also revealed differences between those two age groups. According to the answers, ninth-graders feel better in the English lessons than sixth-graders. However, sixth-graders are less afraid of speaking English. More sixth-graders also think that they learn useful things and are less bored in the lessons than ninth-graders. From

these differences in answers, it is obvious that age is relevant in the learning process and teachers should always consider the age of learners when planning lessons.

V. IMPLICATIONS

The research proved that there is a tight connection between learners' motivation and their attitude towards language learning. Using motivational techniques and strategies influences pupils' interest in the subject and they are more likely to learn. According to the results of the questionnaire, pupils who claimed that English is not their favorite subject, often do not feel good in English lessons, are afraid of speaking English and making mistakes, do not experience success and often do not know what is expected from them. Techniques and strategies used by teachers in their classes are probably not motivational enough for them. However, there were pupils who claimed the opposite. This fact shows that there are differences in learners and what applies to someone, does not necessarily apply to the others. Therefore, it is important to get to know the individual learners as much as possible to be able to offer them right kind of motivation. As it was already mentioned in the theoretical part of this work, there are many ways how to do it and using techniques of motivational teaching practice is definitely one of them.

The research also demonstrated that pupils are aware of importance of English in present days. Only one pupil from the research did not agree with this statement, 13 pupils were not sure. The rest, 38 pupils, find knowledge of English important. This fact is a good starting point for learners to be motivated to learn. But it is not enough. As Dörnyei (2001) points out, motivation has to be further maintained and protected, for example by making learning stimulating and enjoyable, offering relevant teaching materials, setting achievable goals, increasing learners' expectancy of success, creating supportive atmosphere in the classroom and many other strategies.

The implication of this research for teaching practice is simple. In the beginning of an English course, it is necessary to discover what learners' preferences are, set the goals that are relevant and reflect not only the curriculum, but also learners' needs. The next step is to create safe environment and plan the lessons in a motivational way. This is how Dörnyei (2001) summarizes the motivational way of teaching: 'Sometimes the best motivational intervention is simply to improve the quality of our teaching' (p.25-26). As it is suggested, motivational teaching is closely connected to effective lesson planning and using effective methods of teaching in general. This research could serve as feedback for teachers on the basis of which the quality of their teaching might be improved.

Suggestions for further research

If this research were conducted again, I would probably do some things differently. The research was realized in two different classes in the end of a school year, in June. From the data collected from the ninth-graders, it is evident that their motivation to fill the questionnaire was not very high. Some of their responses to open-ended questions were very short and vague, many of them even did not respond to those questions. Next time, it would be probably better to conduct the research earlier in the school year, when the pupils are more concentrated, not right before summer holidays.

Another problem was number of respondents from the ninth grade, there were only 22 of them comparing to 30 sixth-graders. The results might be more reliable if the number of the respondents of both grades was similar.

To avoid the vague and not concrete responses at the open-ended questions, it would be probably better to offer choice of answers to those question as well as a possibility to answer freely.

VI. CONCLUSION

The thesis has dealt with the relation between motivation and second language learning. Its aim was to show that motivation is a key issue in second language learning. In the first part, a brief theoretical background of motivation was introduced, as well as types of motivation. The list of concrete motivational strategies and techniques used in classrooms presented in the chapter Theoretical Background served as a basis for the research.

The purpose of the research was to discover what the attitude of teenage learners towards their English course is, and how this attitude influences their learning. Another issue examined in the research was, if using motivational strategies and techniques in English lessons affects learners' relation to the subject. The last question of the research dealt with the impact of age on learners' motivation.

The research supported the theory that motivation is an essential part of second language learning. Learners with positive feelings towards the subject are more likely to learn the language. Pupils who expressed their positive attitude towards English, also claimed that they experienced motivational techniques and strategies during their lessons. On the contrary, pupils who do not like English at school revealed that they do not feel good in the English lessons and are afraid to use the language. The results of the research also showed that the perception of motivational strategies of individual learners varies and what is motivational for someone, does not have to be motivational for the others.

The research further showed that age is an important factor of motivation. Although, at some questions there were no differences in responses, from the results of the research, it is evident that younger learners do not have the same attitude towards learning and require different activities and tasks. Therefore, tasks and activities should be planned carefully and the age of the learners should be always taken into account.

To conclude, research proved that motivation has an important role in learners' attitude towards English. Motivated learners express positive feelings towards the subject and this is a key to effective learning.

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APPENDIX A

Questionnaire in Czech

Pohlaví (zakroužkuj): dívka chlapec

Věk:

Jsem žákem/ žákyní (zakroužkuj):

6.ročníku 7.ročníku 8.ročníku 9.ročníku

1) Jak dlouho se učíš anglicky? (zakroužkuj)

od školky od 1. třídy od 2. třídy od 3. třídy

2) Jakou známku z angličtiny jsi měl/a na posledním vysvědčení? (zakroužkuj)

jedničku dvojku trojku čtyřku pětku

3) Učíš se anglický jazyk pouze ve škole? Pokud ne, kde jinde?

.....

4) Co se ti na hodinách anglického jazyka ve škole nejvíc líbí?

.....

5) Co se ti na hodinách anglického jazyka ve škole nelíbí?

.....

6) Jak moc souhlasíš s následujícím tvrzením? Zaškrtni jednu z možností.

	Zcela souhlasím	Spíše souhlasím	Nevím	Spíše nesouhlasím	Zcela nesouhlasím
1. Anglický jazyk je můj oblíbený předmět.					
2. Myslím, že jsem se za poslední rok v anglickém jazyce zlepšil/a.					
3. Anglický jazyk používám i jinde než v hodinách.					
4. Jsem schopný/á komunikovat v anglickém jazyce.					
5. V hodinách anglického jazyka ve škole se cítím dobře.					
6. V hodinách anglického jazyka ve škole se nebojím mluvit anglicky.					
7. V hodinách anglického jazyka se nebojím udělat chybu.					
8. V hodinách anglického jazyka se učíme užitečné věci pro život.					
9. Aktivity v hodinách anglického jazyka nejsou ani příliš obtížné ani příliš snadné.					
10. V hodinách anglického jazyka se často nudím.					
11. V hodinách anglického jazyka často nerozumím tomu, co mám dělat.					
12. V hodinách anglického jazyka jsem často úspěšný/á.					
13. V hodinách anglického jazyka se snažím hlavně proto, abych měl/a dobré známky.					
14. Myslím, že znalost anglického jazyka je důležitá pro můj život.					

APPENDIX B

Questionnaire in English

Sex (circle): girl boy

Age:

I go to the (circle):

6th grade 7th grade 8th grade 9th grade

1) How long have you been studying English? (circle)

Since kindergarden since 1st grade since 2nd grade since 3rd grade

2) What grade did you have on your last record? (circle)

 1 2 3 4 5

3) Do you study English only at your school? If not, where else?

.....

4) What do you like the best about English lessons at your school?

.....

5) What don't you like about your English lessons?

.....

6) How much do you agree with following statements. Choose one of the possibilities.

	I strongly agree	I rather agree	I don't know	I rather disagree	I strongly disagree
1. English is my favourite school subject.					
2. I think my English has improved in the past year.					
3. I use English elsewhere, not only during the school lessons.					
4. I am able to communicate in English language.					
5. I feel good in my English lessons.					
6. I am not afraid to speak English in English lessons at school.					
7. I am not afraid to make a mistake in English lessons.					
8. We learn useful things for life in English lessons.					
9. Activities we do in English lessons are not too difficult, nor too easy.					
10. I am often bored in English lessons.					
11. I often don't understand what I am supposed to do in English lessons.					
12. I am often successful in English lessons.					
13. I work hard in English lessons to get good grades.					
14. I think that the good knowledge of English language is important for my life.					

SHRNUTÍ

Cílem této práce je zjistit, jaká je role motivace při studiu cizích jazyků. Práce se zabývá motivačními technikami a strategiemi, které mohou být využity v hodinách anglického jazyka na druhém stupni základních škol. Zkoumá také, jaký mají tyto techniky a strategie vliv na dospívající žáky. Teoretická část se zabývá pojmem motivace, jejími druhy a popisuje vliv motivace na učení cizího jazyka. Dále jsou v ní představeny jednotlivé motivační techniky a strategie. Výzkum byl proveden pomocí dotazníku a jeho cílem bylo zjistit, do jaké míry jsou žáci v hodinách anglického jazyka na základní škole motivováni a jaký je jejich postoj k tomuto předmětu. Dále se výzkum zaměřoval na to, jakým způsobem věk žáků ovlivňuje jejich motivaci. Výzkum potvrdil, že motivace je důležitým faktorem při výuce cizích jazyků a při výběru motivačních technik a strategií je nezbytné brát v potaz i věk žáků.