

This bachelor thesis deals with students' motivation to study during foreign languages lessons at secondary schools. The thesis consists of two parts: theoretical and practical.

The key concepts – motivation itself, approach to motivation and types of motivation, are defined in the theoretical part. The author uses recent scientific literature and articles. The most used titles are work by Hrabal, Man and Pavelková and by Lokšová and Lokša. Both titles use a very intelligible language.

The objective of the practical part is to find answers to the research questions: 1. *How do the foreign language teachers perceive motivation?* 2. *How do the teachers motivate their students?* The author of the thesis contacted seven teachers of an anonymous secondary school in order to find the answers. The answers were being searched for via semi-structured interviews with these seven teachers. Either qualitative or quantitative methods could be used to analyze the result of the research. This thesis uses qualitative method since the number of the respondents wasn't as important as finding individual understandings of the subject. Collated data were analyzed using open coding of which the subjects answering the research questions arose. As to the first research question, the answer is that the teachers perceive motivation of the students as follows: a student is interested in the subject, works during the lessons, activity is important, intrinsic motivation of the student is crucial. As to the second research question, utility was the most frequent answer. Students can use the subject matter learned in everyday life (traveling, work).

In the conclusion of the bachelor thesis all its aspects are summarized.