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Diplomová práce

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Motivation in ELT of Advanced Learners

Motivace ve výuce angličtiny velmi pokročilých studentů

Prohlášení:

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Veronika Hubinová

PODĚKOVÁNÍ

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Klíčová slova (česky)

Motivace, velmi pokročilí studenti, pokročilost, výuka druhého jazyka

Klíčová slova (anglicky):

Motivation, advanced learners, advancedness, ultimate attainment, proficiency, second language learning

Abstrakt (česky)

Cílem práce je prozkoumat roli motivace a demotivace u pokročilých studentů angličtiny na jejich cestě za jazykovým pokrokem. Dále se práce zabývá rozdílem mezi pokročilými studenty, kteří studují anglický obor na vysoké škole (EM), a pokročilými studenty, kteří nemají žádné akademické cíle v angličtině (NEM). Data byla získána z anonymního online dotazníku (n = 77) a čtyř rozhovorů provedených se dvěma respondenty z řad EM a dvěma respondenty z řad NEM. Poté byla data kódována a byly vytvořeny tematické kategorie. Pro zjištění tematických vzorců byla data nejprve analyzována společně, poté byly porovnány výsledky skupin EM a NEM. Pro kvantitativní analýzu bylo použito několik statistických testů. Rozhovory byly kódovány na základě vzniklých tematických kategoriích a následně byla data porovnána s dotazníkovými výsledky. Zjištění ukazují, že většina pokročilých studentů pociťuje buď touhu vědomě si udržet úroveň angličtiny, nebo chce zlepšit slabé stránky, které ve svém jazyce pozorují. Respondenti byli významně motivováni vnitřními motivátory, jako je přání naplnit své vnitřní uspokojení nebo touha cítit se integrován do cizojazyčné kultury. V demotivační kategorii nebyl zjištěn žádný převažující faktor. Mnoho respondentů však uvedlo, že je nespokojeno s nedostatkem zdrojů pro pokročilé studium jazyka a s nedostatkem možností komunikovat s rodilými mluvčími. Učení tedy vyžaduje vysokou míru samostatnosti a je ve své podstatě poměrně pasivním procesem. Pokročilí studenti volí jazykové zdroje, které jsou snadno dostupné a souvisejí s všudypřítomnou užitečností a potřebností angličtiny. Co se týče rozdílů mezi skupinami respondentů, ukázalo se, že respondenti EM jsou ambicióznější a více se orientují na vnější prostředí než NEM. EM respondenti též vykázali významné údaje o postojích týkajících se jejich akademických vrstevníků – jak motivujících, tak demotivujících. Závěr práce přináší návrhy pro učitele pokročilých studentů a četné implikace pro budoucí výzkum.

Abstract (in English):

The thesis aims to explore the role of motivation and demotivation in advanced English learners on their journey to make further language progress. Further, the thesis looks at the difference between advanced learners who are studying English major at university (EM) and advanced learners who are not pursuing any academic goals (NEM). The data were drawn from an anonymous online survey (n = 77) and four interviews conducted with two EM respondents and two NEM respondents. Next, the data was coded, and thematic categories were developed. First, the data was analysed together to establish patterns and next, the EM and NEM data was compared. For the quantitative analysis several statistical tests were employed. The interviews were coded based on the emergent themes and subsequently compared with the results from the questionnaires. The findings show that most advanced learners feel either the desire to consciously maintain their level of English or want to improve the weak aspects they observe in their language. Respondents were significantly motivated by intrinsic motivators, such as the wish to fulfill their inner satisfaction, or the desire to feel integrated into the foreign-language culture. As for demotivation, there was no prevailing factor found. However, many respondents reported being dissatisfied by the lack of resources for advanced language study and possibilities to communicate with native speakers. Learning, thus, requires high levels of autonomy and is inherently quite a passive process. Advanced learners opt for language resources that are easily accessible and related to the omnipresent utility and necessity of English. As for the difference between groups of respondents, EM respondents were shown to be more ambitious and externally driven than NEM. They also reported more significant data for attitudes relating to their peers – both motivating and demotivating. The conclusion of the thesis provides suggestions for teachers of advanced learners and numerous implications for future research.

Contents

1 INTRODUCTION

To know how to motivate one's students is a goal every teacher aims to attain. Motivation is often regarded as the most important factor when it comes to effective learning of any subject. Some may argue that motivation is even the most important factor in learning a second language since a second language is acquired mainly through exposure and encountering the language - that can be achieved only when one is motivated to do so. On top of that, the way a student progresses in a second language depends on what he needs and desires, more so than in any other subject. The teacher's task is therefore to ensure the best possible efficacy by mapping out these student's needs and adjusting his teaching methods, goals, and most importantly motivational strategies to help the student achieve set outcomes and facilitate the learning process.

As was mentioned above, the goals the student chooses to achieve while learning the second language are usually based on his needs or desires. Most commonly, these goals might be reaching a specific level of proficiency, developing communicative competence in specific environments or developing an understanding of vocabulary and grammar as the most essential tools for communication. These factors together with many more are all motivators for students, and it is a strive of many teachers to realize the motivating source for each student and use it as his driving force when learning a language.

While it might be fairly easy for teachers to establish their students' needs in most situations and especially at the early levels of proficiency, the case is significantly harder with learners who have achieved a high degree of advancedness. Such learners are already sufficiently competent and often very skilled at carrying out most tasks they are faced with and therefore, might feel little need to expand their knowledge. As a

result, they might reach a language stage where their linguistic competence might start to stagnate or even deteriorate.

Discussion of this topic raises many questions and problems which are not simple to resolve. Proficiency is notoriously precarious to define and operationalize, and the same applies to the notion of advancedness. How advanced is actually advanced? And if one is advanced, how much point is there in trying to become even more so? And does being advanced apply to all levels of language competence? Can a competent speaker be at once a poor writer? Can someone with large vocabulary be a poor listener? Can an excellent reader be a poor stylist? These are but a few of the problems the teachers of advanced learners ought to be aware of. And they might be questions that the advanced learners do not actually ask themselves.

The next question that needs to be asked is what is considered as an improvement from this level of proficiency and what is the learner's motivation to continue progressing at this level? Students are mainly motivated to learn a language because of practical reasons, and most of these goals are attainable at a lower language level. Furthermore, seeing progress at an advanced stage of language learning is difficult and tedious, therefore, many students may not feel motivated to continue studying the language as they do not see any palpable improvement.

Only a small number of learners is not discouraged by these factors and eventually decides to exceed the more practical and hands-on side of the language and continues to study the language at university or enrols into an advanced language class. What is the motivation of these students? What different needs they have in comparison to students who are discouraged by these factors and do not wish to pursue their second language at a more proficient level?

Lastly, in what ways can the teacher help? At this level of language, the learners themselves might be best aware of what they need and want to achieve, and as textbooks for advanced learners are rather rare, it may be assumed that advanced learners simply prefer to learn on their own using authentic materials. It is important to understand how the teacher can exploit this fact and to realize that the teacher's role changes. Could maybe teachers help with the selection of authentic materials?

The suitable argument in this instance of discussion may be, that advanced level students should not rely on the teacher to help them improve or to provide them with motivation, and rather work on their own to achieve the best possible efficacy. This idea argues that pushing students into a more autonomous environment, in which they have to find things on their own, helps them develop skills that are beyond language scope, and are more related to the overall human strengths, virtues, and how humans thrive and flourish in life. Further, these skills may help students reach other levels of advancedness into what close to "native-like" means. The argument works with the idea that reaching a "native-like" state is more than just attaining language skills at a proficient level but realizing and engaging other cognitive and emotional skills as well. Developing skills such as critical thinking, creativity, resilience, planning ability, or concentration may help students to be motivated, to study, or to further adapt to the cultural concepts of their targeted language on their own and therefore understand and assimilate to the native speakers a little bit better.

However, isn't there a way that the teacher can help to promote these skills together with language learning? This autonomy as a factor for improvement suggests that teachers may not be needed in advanced classrooms at all, or they even may be what is stopping the students from reaching more advanced levels. Is that really the case? Isn't the teacher's key role to develop more than just language skills in order to

motivate a student so that they carry on making progress? Can the teacher realize the student's autonomy and at the same time help him to progress?

The present thesis is motivated by the author's fascination with the notion of motivation of advanced users of language and hopes to provide guidance to teachers of advanced learners as to what motivational strategies they can use. It also hopes to shed light on how motivation works with the advanced since this is an area where research is rather scarce. The consulted studies suggest that most of the research involved applying existing motivation surveys (e.g. Dörnyei L2 Motivational Self System) to advanced learners. Another frequent point of interest involved searching for the motivation of learners who want to attain an advanced level (Pachler, 1999), or what materials seem to suit them the best (Jovanov, 2019). No framework was found on how to motivate advanced students from the perspective of teachers, and how teachers can help them to want to improve.

Taking the research above into account, this study aims at coming up with a framework for teachers on how to motivate advanced students. It tries to answer whether advanced learners feel the desire to improve their English or if they feel satisfied with their level and do not feel the need to advance in their language level further. Furthermore, the research maps out the learners' goals, desires, and motivating factors with the opposing factors being considered as well. That is, what prevents them from wanting to improve, or what demotivates them when learning the language. The research also covers the topic of what techniques and resources the learners utilize to improve or maintain their level of English. This data should be sufficient for any teacher of advanced learners to help motivate advanced students.

To answer the research questions, the thesis employed two attitudinal research methods with two groups of advanced students. The respondents were divided into the

groups based on their education. First group consists of English-major university students (EM), who opted to push their English at an academic level. The second group are respondents who are advanced (NEM), however, only for their own purposes, they are not aiming to pursue any academic goals. The two groups of respondents are compared and further any differences that may have arisen in the aims of the research are clarified.

The introductory chapter of the thesis attempts to define advanced learners from two points of view. Firstly, by looking at different models of language proficiency and characterizing the features of advanced language skills. Secondly, by looking at an advanced proficiency from the point of second-language acquisition — what it means to attain a language, what is the point of "ultimate attainment", and how it is related to motivation.

The second chapter provides general definitions of motivation in language learning from the perspective of different theories. Next, it looks at other models and taxonomies of L2 motivating factors from the perspective of existing research, for example by Dörnyei and Muir 2019, Dörnyei and Ushioda 2009, Gardner 1985, and Ryan and Deci 2000. The empirical part of the thesis describes the methods and material used in the study and provides an analysis of the results obtained through an anonymous online questionnaire and four face-to-face interviews.

The thesis hopes to contribute to the field of motivation of advanced learners and wishes to elaborate on the important psychological as well as utilitarian factors of advanced learning. This notion is not negligible and seems to be unexplored and often neglected by many teaching methodologies for English teachers. The thesis should help many teachers of advanced learners in the topic of motivational needs and desires of advanced students and further develop their knowledge about what falls under advanced

learning. However, the psychology and learning findings from this thesis may be applicable across all levels of English, not just the advanced, as promoting second language motivation is a never-ending problem that gives rise to many factors over the whole course of language learning.

2   ADVANCED LEARNERS

Attempting to define an advanced level of proficiency in language learning is a difficult task that many researchers aim to achieve. The closest to a somewhat elaborate description of an advanced level of language is what may be represented under competence-based frameworks (Gráf, 2015). These frameworks (e.g., CEFR, ALTE) attempt to define and set competences that learners of a second language should have acquired by describing either simple or more complex cognitive tasks which require different linguistic means to achieve. Descriptors of language skills are useful for language assessment, teachers, or language methodologies, yet they function as mere descriptions with labels for different language levels without taking into account some of the most important factors of language learning and as such are insufficient.

Frameworks such as CEFR usually work with the idea that in order to be characterized at a certain level of proficiency, the learner acquires all skills listed under the particular label of proficiency, both linguistic and cognitive (Gráf, 2015). However, for some learners, many skills of high-level proficiency may be achieved more easily while others more laboriously and vice versa. One may be an almost native-like speaker and at the same time a low-level writer. Another learner may be a great academic writer yet have poor speaking skills. These facts zoom in on the real task and problem of defining advancedness. Does being proficient, therefore acquiring a language, mean the same thing for every learner? Does it mean that there can be only one general description of an advanced level of language?

The complexity of language levels derives mainly from the different learner factors and learner variables. Descriptors of language levels do not take into account how age, gender, or motivation affect language learning and just serve as a mere description of needed skills. However, such research is invaluable for pedagogy and for the pedagogy of advanced learners nonetheless (Gráf, 2015: 68). The knowledge of learner's learning background, past experiences, characteristics, cognitive and psychological abilities is crucial for effective teaching as all of this should be taken into account by the teacher when adjusting teaching plan or methods for the attempted improvement in a language.

To teach an advanced learner does not consist in simple chart-like classification of their skills and attempting to train the skills listed in the level that is graded a bit higher. Every student is unique and every student when acquiring a language is influenced by different factors. Therefore, for every language learner, a high level of proficiency may be acquired at a different time, under different circumstances, and most importantly may consist of different characteristic properties.

This topic of variation in language learning is a focus of second-language acquisition researchers (SLA). SLA researchers work with empirical data from L2 development and attempt to define characteristic features of advanced L2 use from an acquisition point of view using more than linguistic means (CAF model of proficiency) (Hyltenstam 2016: 4). Even though the labels created by descriptors can correlate with SLA research, the field of SLA looks at language variation in the point of the so-called "ultimate attainment" which is seen more as a proficiency continuum, not one language level. Further, SLA looks at language learning hypotheses from the developmental stages of L2 acquisition; how it is linked to motivational as well as psychological and cognitive basis, and how these factors affect language learning (Hyltenstam 2016: 4).

Therefore, in order to gain a somewhat sufficient description of an advanced level of proficiency, both frameworks designed by experts on language assessment and theories designed by SLA researchers must be considered.

At this point of research, it is important not to dismiss other ways of looking at and defining advancedness. The learner's institutional status (students of philology at a university) or standardized tests and exams can both assess and give the idea of the learner's proficiency, yet these are not the focus of this thesis and are therefore omitted from the theoretical background.

Firstly, the next chapter will look at different language frameworks important in language teaching. The task will be to look at ways of measuring advanced learner language first by describing his competences deemed appropriate by language experts, and further by looking at individual language qualities of learners and possibilities of identifying them. The next chapter will look at the advanced learner from the point of his individual factors and differences and will describe how learner's factors influence advanced language achievement. The field of Second Language Acquisition will be described and subsequently the most influential factors deemed relevant for high proficiency levels will be listed. These include learner's age, language aptitude and finally, motivation. The chapter will conclude by looking at how motivation affects language learning at an advanced language level.

2.1 *Measuring Advanced Learner Language Competence*

2.1.1 Common European Framework of Reference for Language (CEFR)

The Common European Framework of Reference was designed by Council of Europe in the year 2001 and to this day remains one of the most influential language assessment descriptors (CEFR 2011). The toolkit describes language proficiency in terms of language use from two dimensions: the communicative activities the learner

performs and the competences on which the performance depends (Little 2011:1). The subsequent CEFR's taxonomy uses "can do" statements to define six levels of proficiency: A1 and A2 (basic user), B1 and B2 (independent user), C1 and C2 (proficient user). These levels are briefly described in the so-called "Global Scale" and thus provide a summary of each level. The descriptions of both proficient levels in the CEFR Global Scale can be seen in the Appendix.

Furthermore, the CEFR focuses on the self-evaluation process of the learners and provides the so-called "self-assessment grid"[1], which may help the learners reflect on their language and decide where to improve. The grid summarizes "can-do" activities in the following language skills: *listening, reading, spoken interaction, spoken production,* and *writing,* therefore it may account for the possible discrepancy among the learner's competences and does not force the learner to be assigned to single proficiency level (Little 2011:2). Even though, the CEFR and especially the CEFR self-assessment grid may seem as a motivating and helpful tool for many students, the concept is not without downsides.

Most importantly, CEFR serves as an intentionally non-grammatical description of levels of proficiency. It aims only at the communicative competences of the learner and how he or she processes spoken or written texts. However, this fact results in rather vague and fairly subjective statements that learners and even teachers (Gráf 2012:73) may find confusing and essentially unhelpful when assessing their level of language (Gráf 2012: 73). This realization may further contribute to the fact that self-evaluation as such may be considered unreliable. As the CEFR does not provide any possible verification of one's assessment in their grid, the framework in the end seems to be useful mainly to teachers as guidance or point of reference in the assessment of their

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[1] The self-assessment grid for proficient levels can be seen in the Appendix.

learner's language. Moreover, the CEFR does not provide any specific or helpful approach to teaching particular levels or skills, making it even more challenging for it to be implemented into the educational system (Gráf 2012: 73).

2.1.2 Association of Language Testers in Europe (ALTE)

The ALTE framework was established in 1989 with one of the main objectives being to prepare a fair system of language testing. Similar to CEFR, ALTE has six levels and comprises more than 400 can-do statements in all four skills of language learning. The levels 4 (Good user) and 5 (Competent user) correlate to what CEFR labels as level C1 and level C2 (ALTE 2002) and their description can be found in the Appendix. Moreover, ALTE framework offers statements in specific situations, such as social, tourist, work, or study, which give overview of the concerns, activities, environment and skills necessary for successful carrying out of these situations. These provide useful grid for teachers when in need of reaching a specific goal the student wishes to attain. If, for example, the student's goal is to be able to communicate in travel-related contexts, the teacher can use this framework for correct assessment of what skills and activities are needed in which environment (e.g. activity: arriving in a country, environment: rental car, skill: form filing). However, in contrast to CEFR, the framework does not deal with or touches upon the skill discrepancies among learners and again does not provide any methods or help to language teachers.

2.1.3 Complexity, accuracy and fluency model (CAF)

It may be said, that where previous two models have failed, the CAF model is the best example of an attempt for redemption. The model offers a large set of empirically verifiable objective parameters which describe learner language from several different perspectives. CAF research focuses more on one's language performance and attempts to measure language acquisition through a product

orientation and the assessment of language qualities (Malovrh a Benati 2018:530). In other words, CAF measures adapt the proficiency description to learner's performance, they do not alter the performance to the descriptors as was seen in the case of CEFR or ALTE.

CAF works with three broad components of learner language: **complexity**, **accuracy** and **fluency** which may "reflect the effect of other factors" (Gráf 2012:19), such as age or learner's context in the learner's language as they are able function as dependent variables that address the brain's capacity to process language (Gráf 2012: 19). Researchers look at these language variables in different conditions and contexts from psychological and cognitive views and provide findings which are important for research purposes or give many pedagogical implications for measuring language performance using linguistic means. The findings for example show that the brain's attentional capacity is limited and speakers must therefore "choose" in favor of one variable (Skehan 2016: Limited Attentional Capacity), or that more complex tasks give greater accuracy and complexity in performance (Robinson 2011: Cognition Hypothesis) (Malovrh a Benati 2018:141). Moreover, studies explore the effects of pre-task planning, task repetition or online planning learner language. Measures derived from CAF reserearch may be used used as performance descriptors for oral and written assessment and may be employed as an alternative to standardized proficiency tests (Housen a Kuiken 2009).

Complexity in a language is commonly defined as "the extent to which the language produced in performing a task is elaborate and varied" (Ellis 2003: 340). This may be observable either from the learner's perspective, considering age or aptitude variables, or from the linguistic, structural, and functional point of view (Gráf 2012: 21). **Accuracy** is the ability to produce an error-free speech (Ellis 2003)

taking into account the many different understandings of errors and norms when analyzing learner language and the different possibilities of measuring these. Lastly, **fluency** can be characterized as the ability to produce language with native-like rapidity and density of disfluencies, which raises many questions as to how to establish a benchmark for comparing these (and other) variables (Gráf 2012: 24).

However, the CAF model is not unproblematic as each of the components is difficult to define and operationalize, which may result in inconsistent and hard to compare research findings (Housen a Kuiken 2009). Moreover, as the measures are directly linked to performance, they might disguise the fact that they are also strongly contextually based and that, for example, disfluent speech may not always be the sign of low proficiency but perhaps also of tiredness or stress (Gráf 2012:20). Additionally, the model is deficient in not including other dimensions of language description such as creativeness or appropriateness which are of importance.

2.2   Individual Differences and Ultimate Attainment

For SLA researchers, advanced proficiency is evidence of L2 development (Gráf, 2015:17). The previous chapters have, however, hindered at the fact that SLA is a multifaceted phenomenon, which may be concerned with many questions, not just those regarding L2 proficiency, but which may all be linked to it. The selection of SLA research fields includes the differences between acquiring L1 and L2, the effect of setting and input on acquisitional processes, individual learner differences, or what kind of language is being produced by the learner (Ellis 2008; Saville-Troike 2006). These questions are being reviewed from psychological, linguistic, or social perspectives offering numerous frameworks and theories.

The point of SLA interest that is important for the purposes of this thesis is twofold. First, individual characteristics and factors involved in the learner's journey to the

aforementioned "ultimate attainment" are crucial for better understanding of advanced learners. SLA research includes factors such as personality, age of onset, language aptitude, intelligence, the discussed motivation, or even the relationship between the learner's L1 and L2 and shows their importance in advanced learning – both in the journey to the ultimate attainment and at the point of ultimate attainment itself. Second, SLA research played an important role in the development of motivation and motivational theories in L2 learning. Most notably, SLA gave rise to Robert Gardner and his Socio-Educational model, which introduced one's attitudes and motivation as being prominent variables in the process of learning. In this period of the so-called "cognitive revolution" (Reeve 2009:36), SLA research and Gardner pointed out that cognitive and emotional factors can be crucial when acquiring language, and that their role is alongside learner's intelligence, aptitude, or age factors (MacIntyre a Al-Hoorie 2020:1). Furthermore, he showed the influence of social and physical environment on one's motivation and success in L2 learning and from his theory on "integrative motivation" researchers draw up to this day.

The next chapters briefly introduce the most important individual differences that the field of SLA considers as crucial in advanced L2 acquisition with motivation being the most prominent factor. The thesis will describe the relationship between each of the factors and period of ultimate attainment. The chapter will also link the thesis with the part on L2 motivational theories which will look at motivational theories starting with Robert Gardner and focus on what factors give rise to motivation.

2.2.1 Age of Onset

The relationship between age of onset (AO) and language achievement is the most extensive and there are numerous studies that show that the effect of the starting age of L2 acquisition accounts for the greatest proportion of variance in the learner's ultimate

attainment (Granena and Long 2013; Hyltenstam and Abrahamsson 2003; Long 1990). Researchers attempt to document the so-called "sensitive periods" in language learning and show how maturation constraints and affects the journey for and achievement of the ultimate attainment as "AO is the most reliable predictor of success in second language learning" (Granena and Long 2013:3).

Sensitive or critical periods[2] refer to a biologically based schedule for language learning which restricts a number of years during which the brain maintains its plasticity. This "time of heightened sensitivity to environmental stimuli required to trigger some aspect of learning or development" (Granena and Long 2013:4) may explain why children are thought to be better L2 learners, or why some foreigners are more prone to having an accent if they do not begin learning the language at a young age (Saville-Troike 2006). Full L2 attainment is then more likely "if sufficient exposure occurs during the sensitive period" (Granena a Long 2013:6).

It is important to highlight the likelihood of the cause as there is numerous evidence that shows adult learners who are able to become native-like users of L2 even when they started the learning process at an adult age, i.e. after the close or offset of the SP. That is why some researchers (Selinger 1978; Long 1990) claim that the existence of multiple sensitive periods is possible. Each SP then may contribute to development of different aspects of language (e.g. phonology, syntax, formal properties). Therefore, older learners may have a better memory than children, which may help them improve vocabulary or analytic abilities, meanwhile children may develop pronunciation or "native-like grammatical intuitions" better as their brains are in a less analytic processing mode than adults (Saville-Troike 2006:84).

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[2] There is a debate involving the correct terminology. Some researchers prefer *critical period,* which refers to a short, specified period with abrupt closure and no variation. *Sensitive periods*, on the other hand, exhibit residual plasticity even after the offset and variability at the individual level (Granena a Long 2013:5).

2.2.2 Language Aptitude

The effects of language aptitude and AO both separately and in combination are fundamentally important for a language learner. One is more likely to become proficient or native-like if he decides to study the language at a young age, and if he possesses some form of natural language aptitude the probability of being a successful learner is even higher.

Generally, language learning aptitude hypothesizes that possessing various degrees of certain abilities predicts the rate and overall acquisition of L2 (Saville-Troike 2006:87). Carroll (1964) divided these abilities into categories which can be tested by multiple aptitude tests, most commonly the LLAMA test, and are of interest to many researchers (Granena 2013; Long and Doughty 2009; DeKeyser 2000). These abilities or talents include the ability to learn new words, the ability to recognize patterns in spoken language, the ability to form novel sound-symbol associations (phonemic coding ability), or the ability to induce or infer rules of an unknown language (Carroll 1964).

When language aptitude was researched in relation to ultimate attainment a significant variance and connection was found. For example, learners who obtained high scores on aptitude tests showed more apparent attainment in morphosyntax, lexis, collocations, and pronunciation than those learners who had lower scores. Further, an association was found between high-level aptitude learners and language tests. If learners had more time to reflect on the grammatical patterns or explicit feedback was given to them, high-level aptitude learners had significantly better results even if the task was beyond their actual language competence (Granena and Michael H. Long 2013:200). In other words, learners who may be thought of as being language-talented are more likely to succeed in most of the language aspects and are able to deal better with arising problems if provided more time.

It must be acknowledged that even talent and aptitude can be trained and learned, and it does not necessarily have to be something that is acquired at birth – rather it is complex dynamic expertise affected by many factors (Dornyei 2010) which must not be thought of as a prerequisite to language learning and language proficiency.

2.2.3 Motivation

One's effort in L2 learning is perhaps the most potent factor as there is no better cause to overcome struggle than the human will. How is it that an older learner acquires native-like pronunciation even though they start to come into contact with English at a later stage of their life? How come that a seemingly untalented computational language learner becomes a university linguist? What is the difference between a person, who has required knowledge and skills, yet fails at a difficult task, and a person, who is of a lower level, yet persistent, and successfully accomplishes tasks even beyond his capabilities? What is this abstract force that drives learners to be better and accomplish even unlikely goals?

An explanation can be found in our brains which can "assess the motivational relevance of events and other stimuli and determine how we respond, including what our attitudes and ultimately degree of effort will be" (Saville-Troike 2006:86). In other words, our efforts will only be directed at what we think is important enough to be accomplished. This however means that there can be as many motivating factors as there are people in the world. Even though the structure of learner motivation is by no means generalizable with predictable learning outcomes, the next chapters will attempt to describe possible motivation taxonomies and outcomes in L2 learning introduced by other researchers. In this case, motivation is an even more complicated factor than the previous individual yet still somewhat inferable factors, and the same can be applied to a relationship between motivation and advancedness.

Most studies agree on the fact that the vision of ultimate attainment or advancedness can be a very motivating goal for many learners. Is it however the L2 achievement that is motivating, or the satisfaction and feeling of success from the achievement that accounts for motivation (Saville-Troike 2006:86)? What is then motivating to learners who are already successful in their language competence? Is there a goal that they can envision? Attempting to answer these questions brings the chapter back to the beginning of the thesis, where similar questions were introduced. Even though it may be said that the best way to find out about a learner's motivation is to "sit quietly and chat with him over a bottle of wine for an evening" (Spolsky, 2000: 160), this thesis attempts to find the motivation of advanced learners and answer them.

It must be mentioned yet again that a high degree of motivation is not a guarantee of success (Long 2013: 168). Even though some may say that "an effort is the key to improvement" (Lamb et al. 2019:142) there are many factors involved in L2 learning that may hinder one's improvement, such as learner's learning situation, language anxiety, or teacher/school evaluation and so on. No matter how motivated the learner is, some external factors are sometimes beyond his control.

3   MOTIVATION IN L2 LEARNING

Motivation is in its essence vision of a goal achievement (Dörnyei, Henry, a Muir 2016). A vision of goals focus people's attention and as such promote achievement or success which "in the face of the inevitable interruptions, plateaus and setbacks of the L2 learning process […]" has a decisive impact on one's improvement and perseverance (Lamb et al. 2019:142). Motivation is an unobservable force, therefore when mapping any L2 goals or motivational factors, one must look at the antecedents that give rise to motivation or manifestations that arise from motivation. This is the focus of many L2 motivational theories, yet there are not many possible ways how to

look at what came before or after the moment when a learner felt motivated. Empirical examination of one's behavior or physiology seems too intricate when measuring one's progress in language learning, therefore, many L2 researchers resort to measuring learner's engagement (see chapter 2.4.1) in the learning process, or analyzing learners' self-report (Reeve 2009:30). This is where the study of motivation immensely evolved in the past 70 years, and where most of the empirical data pertaining to L2 motivation lies.

The question of why we behave the way we do has been asked many times since Plato through Darwin to Maslow. Philosophers, evolutionists, and behaviorists have always been fascinated by the abstract-driven force that regulates our urges and needs, yet it was not until the 1950s that the question of why we learn started to be asked as well. This so-called "cognitive revolution" prompted the idea that human urges are not only biological or physiological but cognitive as well. Cognitive skills started to be described, measured, and examined, and the process of why we learn became a vital part of motivational theories (Reeve 2009). Researchers were mainly interested in listing the possible motivating factors for learning, yet since then, even the notions of different motivational intensities, or different learner's attitudes and their effects on the learning process started to be taken into account (Reeve 2009).

One of the main protagonists of learning motivation during the 1950s was Robert Gardner, who presented the first somewhat stable model of L2 motivational factors. The L2 theories then developed through the now fairly known Deci and Ryan's dichotomy between intrinsic and extrinsic motivation and Dörnyei's subsequent reconceptualization of Gardner's model (L2 Motivational Self System) to the past decades, where the study of learner's motivation is ceaseless, coming up with new theories, alignments or motivational practices. The next chapters will attempt to

describe the most influential L2 motivational theories in detail. The theories present many possible answers as to why we learn, how our learning can be affected by social and physical environment, or how to measure one's attitudes and motivation. The subsequent research was inspired by the methods these theories utilize and attempted to account for the factors on which these theories focus.

3.1   The Socio-Educational Model and Attitude Motivation Test Battery

It may be said that the socio-educational model is the first known researched theory in the field of L2 motivation, which has built a foundation for many motivation models and taxonomies (Lamb et al. 2019; Ushioda 2013). The model and related AMTB instrument were employed by Robert Gardner in Canada first in the 1960s where Gardner examined the process of learning French among English speakers in Montreal. In the context of SLA, the psychologist established motivation as the prominent variable which accounts for why some Anglophone citizens are more prone to success than others in learning French (Lamb et al. 2019:7). Gardner subsequently developed an approach to understanding L2 motivation in which he described how physical and social settings affect learner's individual differences and his learning process (Gardner 1985).

The model relies upon three external variables which are determined to affect one's motivation: **Integrativeness, Attitudes toward Learning Situation,** and **Language Anxiety** (Lamb et al 2019). **Motivation** is then a separate component which functions as a mediator between the three variables. Gardner then designs an AMTB instrument which is directed at assessing these individual differences. The instrument consists of Likert scales and multiple-choice questions with four classes based on his socio-educational model. Further, the test links and analyses these variables on the basis

of some "anchor variable", such as level of proficiency or behaviour in the classroom to make the outcome more reliable and not just dependent on self-observation.

Integrativeness items of the questionnaire are focused on the interest, and willingness of the respondent to adopt features from a new culture and attempt to find out what is the respondent's attitude toward L2 community. **Attitudes toward the Learning Situation** are focused on the evaluation of the respondent's teacher, school, or course. The class of **Language Anxiety** referred to the respondent's feelings about use of L2 inside or outside the classroom. The questionnaire also included general **motivational** scales, such as the personal interest or persistence to learn the language (Lamb et al 2019, Gardner 1985, Ushioda 2013). The research which employed this instrument for example showed that positive language attitudes and motivation facilitate second language learning, whereas language anxiety does the opposite (Gardner et al. 1992). This implication may now seem obvious; then, however, it could provide extremely helpful implications to L2 teachers.

Gardner's theoretical and construct-oriented approach to L2 motivation stands mainly on the integrative motivation and one's attitudes toward L2 speaking community (Lamb et al. 2019). Gardner suggests that one's motivation to learn L2 must solely lie in the want to be integrated into the L2 culture, or to be approved by its speakers – a learner simply must have a certain attitude towards the L2 community which may be either motivating, or nonmotivating. This idea may hold up in a multicultural and bilingual environment, however many L2 learning situations occur without any L2 community contact or communication (e.g. learning Hungarian in Japan), yet learners are still successful. How is it then that learners exhibit accomplishments and are motivated even without any integrative motives (Dornyei 2010)?

This problematic area of Gardner's theory shows why the Socio-Educational Model is by today's standards perceived as outdated. Even though Gardner's main interest lies in the emotional and attitudinal aspect of integrative motivation, more recent motivational models take mainly on his two key concepts: **integrative** and **instrumental** reasons for learning a language. Gardner touches upon instrumental motivation very lightly, therefore only a very general definition will be introduced as instrumentality is mostly Dörnyei's objective. As was said, **integrative** reasons reflect "a socially oriented desire to interact with the target language community" (Ushioda 2013:18) whereas **instrumental** motivation reflects "the more pragmatical benefits of acquiring target language skills" (Ushioda 2013:18). As will be seen below, this dichotomy concept is very close to Ryan and Deci's twofold distinction, and it is the most general distinction which future theories focus on and further develop.

It may be said that Gardner's ideas were revolutionary. His perception of attitudes and social environment as significant in language learning ensured that motivational theories started to take into account the psychology and social context of the learner, and he was the first one to establish that there is a relationship between the learner and his target-language community. Even though the application of the AMTB instrument is rare in contemporary studies, Gardner's theoretical base is prevalent.

3.2 Self-Determination Theory

The SDT was developed by psychologists Ryan and Deci who expanded on Gardner's theory from the point of existential, humanistic, and organismic psychologies (Lamb et al. 2019:119). In the SDT, the main force of one's success is his inner self. From this idea, Ryan and Deci make now a well-known distinction between **intrinsic** and **extrinsic** motivation which they base on what they call three fundamental psychological needs: autonomy, competence and relatedness (Ryan a Deci 2000:57). It

is then suggested that these three needs are the key for self-actualization, human functioning and well-being (Cognitive Evaluation Theory) and it is this trichotomy what in essence gives rise to intrinsic motivation. Ryan and Deci argue that "learners must feel that they are agents of their actions, and that the reason for their engagement in [language learning] is because it is meaningful to them personally" (Lamb et al. 2019:98). Further, this inner self-orientation and relatedness should be fostered as it ensures more high-quality learning, creativity, or deeper understanding of the material than if one were oriented only externally (Ryan a Deci 2000; Vansteenkiste, Lens, and Deci 2006).

The extrinsic motivation is then characterized as the orientation which comes not from "self", but for some instrumental value - the goal leads to some separable outcome (Ryan a Deci 2000). However, when contrasted with intrinsic motivation it must be said that extrinsic motivation is not necessarily nonautonomous. There is a great variable of extrinsic motivation, where the reason to do something may come from "self", yet the instrumental value of the reason is what comes out of the doing. For example, "a student who does the work because she personally believes it is valuable for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than because she finds it interesting" (Ryan and Deci 2000:60). Therefore, the motivation is autonomous, yet external.[3]

Ryan and Deci are also the first ones to come up with a term that today could be likened to demotivation – **amotivation**.[4] Thought to be the polar opposite of intrinsic

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[3] As will be seen below, Dörnyei calls this the "internally oriented instrumental motive" (Ideal L2 Self). The nonautonomous intention would be the "externally oriented instrumental motive" (Ought-to L2 Self).

[4] Nick Korner and Keita Kikuchi 2019 attempt to explain the relationship between demotivation and amotivation. Korner and Kikuchi argue that episodes of demotivation may result in the state of amotivation, which is seen as more permanent and state-like than demotivation (Lamb et al. 2019:368).

motivation, amotivation is "when a person's behaviour lacks intentionality and a sense of personal causation [which] results from not valuing an activity, not feeling competent to do it, or not believing it will yield a desired outcome" (Ryan a Deci 2000:61). This is where Ryan and Deci concur with Gardner's idea that *the amount of motivation* may affect the process of one's language learning – there is a lack of motivation, therefore, no desired outcome. Yet the main focus of their research is rather on *the orientation of motivation*. Ryan and Deci present their findings specifically to internal or external forces which they say regulate one's motives. This distinction is important as **extrinsic** motivation is often used as interchangeable with **instrumental** motivation, yet as will be seen in the L2 Motivational Self System, it may be more appropriate to think of **extrinsic motivation** as "*externally oriented* instrumental motives".

3.3 L2 Motivational Self System

Today, the L2 Motivational Self System is probably the most attested motivational construct in use in L2 learning. Dörnyei and Csizér constructed the system in 2005 mainly because of the urge to reconceptualize Gardner's Socio-Educational model and **integrative/instrumental** dichotomy (Dörnyei 2010; Lamb et al. 2019). As was mentioned, Dörnyei argued that Gardner model's key element, "integrativeness" or "integrative motivation", is not universally applicable; the idea that speakers will be motivated by the desire to be integrated into L2 culture made sense in Canada, but not so much in less multicultural countries.

Dörnyei proposed to reinterpret Gardner's notions of **integrativeness** and **instrumentality** with the use of "possible selves" (Dornyei 2010) from the so-called *self-discrepancy theory* introduced by Higgins 1998. The theory works with the concept of one's comparison with different selves: what they might become, what they would like to become, and what they are afraid to become (Dornyei 2010; Dörnyei a Ushioda

2009). Dörnyei and Csizér then saw this as a further possible explanation of learners' motivation in countries with less mixed cultures and they attempted to draw on Gardner's findings about "integrativeness" and align them with Higgins' concepts. The reinterpreted motivational construct in which they implement all the variables presented by Gardner together with the ones they formulated from the possible selves is now known as the L2 Motivational Self System. The factors, such as self-confidence or cultural interest, accounted for more variance and overall ensured better reliability of the instrument. The learner's results of his goals and aspirations were then specifically related to the possible selves (Dornyei 2010; Dörnyei a Ushioda 2009).

Overall, the system is based upon three components: **Ideal L2 Self** – the self the person would like to become, **Ought-to L2 Self** – the self with attributes that one believes he ought to have to avoid possible negative outcomes, and **L2 Learning Experience** – the motives related to the immediate learning environment and experience, for example, the impact of the teacher, peers, or success. Ideal L2 Self is then seen as tapping into the same construct as Integrativeness, but in comparison to Gardner's theory, the Ideal L2 Self can count for variance in the criterion measures (Dornyei 2010:82). Further, Dörnyei distinguishes two types of Gardner's **instrumentality**: *promotion-oriented* and *prevention-oriented* - Ideal L2 Self has a promotion focus, it is concerned with hopes and aspirations, while Ought-to L2 Self has a prevention focus, it wants to avoid negative outcomes and is more concerned with responsibilities and obligations (Dornyei 2010; Lamb et al. 2019; Ushioda 2013).

To show that Higgins' theory can function alongside traditional motivational theories, Dörnyei aligns the possible selves with Ryan and Deci's findings of external and internal orientations. In his idea, Ideal L2 Self is the reflection of an "internally oriented instrumental motives" whereas Ought-to L2 Self manifests "externally oriented

instrumental motives" (Dörnyei a Ushioda 2009:41). This helps to differentiate the *extrinsic motivation* as introduced by Ryan and Deci vs. *instrumentality* by Gardner and helps to account for the variance of instrumental motivation, where for example one feels the interest in a field at university, yet he knows that he has to complete certain exams to be able to apply. Therefore, he has instrumental motives, yet he is concerned with the hopes and aspirations and wants to satisfy his inner need (see chapter 2.2.). Ryan and Deci would compile this motive under the variance of extrinsic motivation, Dörnyei calls this the "internally oriented instrumental motives".

There is no argument that Dörnyei resolved and expanded on many problematic areas of the previous theories. However, his theoretical bases may be perceived by some as too intangible for language learners. L2 Motivational Self System mainly works on the bases of visualization and being able to visualize one's future "self" – some learners may not identify with this concept and grasping Dörnyei's description of their motivation may be too demanding for them. Nevertheless, the questionnaire that was developed on the bases of his research remains as the most applied instrument for measuring L2 motivation today.

3.4 Contemporary Theories of L2 Motivation

Research on L2 motivation is by no means a finished product. What first began with Gardner's understanding of integrative motivation is now a complex set of new interpretations and expansions on his legacy. Contemporary theories mainly exploit the possibility to align now already well-established L2 motivation theories with new findings, trends and directions in psychology and pedagogy (Lamb et al. 2019; MacIntyre and Al-Hoorie 2020) and SLA researchers never stop their quest for establishing new factors which may play a role in one's language process (Lou a Noels 2019), such as digital technologies, applied linguistics or teacher's attitudes.

With many new findings emerging, there is an indisputable pillar which in a way unites the majority of the studies in the span of 70 years – Gardner's Socio-Educational Model. It is no wonder that Gardner is thought of as the founding father of L2 motivation because it was no other than him, who showed "that attitudes and motivation matter in second language acquisition and [further] combined affective and cognitive factors in a single motivational frame describing a uniquely human motive" (MacIntyre 2010:375). The notion of attitudes in L2 learning (and attitudes towards L2 community) researchers today not only attempt to reconceptualize and modernize but also align it and expand to psychological and neurological fields. It has been already established that the quality and amount of attitudes or motivation affect one's learning, yet is there a way to only focus on the helpful regulation of one's attitudes? Can positive outcomes and processes in L2 learning be promoted to ensure the most efficacy?

Most notably, today's studies are looking for another way of explaining motivation through one's attitudes in order to promote positive attitudes in L2 learning (Gabrys-Barker 2016; Gregersen 2020; MacIntyre and Al-Hoorie 2020; Piniel and Albert 2021). Alignment of one's positive mindset, feelings, or visualizations with one's motivation and success in L2 learning is now perhaps the most influential contribution to Dörnyei's and Gardner's models. The next chapter will attempt to illustrate the possibilities of interpreting the field of positive psychology in L2 motivation and present a new model and motivating factors from which the thesis's research drew.

3.4.1 PERMA framework

In 2011, positive psychologist Martin Seligman introduced the so-called "building blocks of well-being" (Seligman 2018) – Positive Emotions, Engagement, Relationships, Meanings and Accomplishment, or abbreviated PERMA. Seligman

argues that to promote flourishment and meaning in life one should have an understanding of each of these elements as well as aim at developing and strengthening them (MacIntyre and Al-Hoorie 2020:23). Contemporary researchers with MacIntyre and Gregersen in lead noticed many similarities between PERMA and L2 motivational theories so they started to ask questions: which PERMA components are shared with already established L2 motivational components? Can PERMA building blocks be considered as separate motivating forces? Gregersen et al. 2019 then took apart Garner's AMTB and Socio-Educational Model components and argued that even though Gardner wrote his theory 40 years prior to positive psychology even being a field he was "remarkably consistent with both its principles and approaches" (MacIntyre and Al-Hoorie 2020:18). They subsequently continued to dissect and compare each PERMA component and apply it to Gardner's theory.

As was said above, the socio-educational model serves of 4 main components: *Integrativeness, Attitudes toward the Learning Situation, Language Anxiety* and overarching *Motivation.* Gregersen argues that *Integrativeness* is in AMTB measured by looking at attitudes towards the target-language group, a general interest in learning languages and reasons for learning that facilitate openness to other communities (Gregersen, MacIntyre, a Ross 2019). In PERMA elements, this would most likely correlate to *relationships* and *meaning.* It may be rather clear why fostering relationships relates to the desire to feel integrated into one's culture, it is the *meaning* which Gregersen argues that integrativeness "involves cultivating the feeling of belonging to something bigger than one's self – a way in which an individual finds meaning in life" (MacIntyre a Al-Hoorie 2020:29).

Gregersen further shows that some PERMA elements were even unconsciously included in Gardner's *Attitudes toward the Learning Situation*. This component refers to

the learner's evaluation of teachers or peers around him – if those attitudes are positive, one is more likely to feel motivated and be successful. Gardner uses Likert items such as *I really like my teacher,* or *My teacher is a great source of inspiration to me* which have an indisputable connection to either *Positive Emotion* or *Relationships* in PERMA components (MacIntyre a Al-Hoorie 2020).

The most important factor for which Gregersen et al. found a PERMA analogy is *Motivation.* For Gardner, *Motivation* is the most prominent factor for language achievement – it is this factor that creates the ideal, persistent attentive learner with goals and desires, who can enjoy the activity (MacIntyre and Al-Hoorie 2020:32). Here, it must be reminded that Gardner specifically focused on the *amount* of one's motivation or effort in learning, and how it positively affects the process of learning – if the effort's intensity is high, one may be considered as motivated with the probability of success. Gregerson argues that PERMA's *Engagement* can be measured in the same way, based on the phenomenon which arises from engagement: "flow" (MacIntyre a Al-Hoorie 2020).

"Flow" is "a subjective state that people report when they are completely involved in something to the point of forgetting time, fatigue, and everything else but the activity itself" (Piniel and Albert 2021:580). Through this state, it can then be measured whether one is sufficiently *engaged* in the activity. Thus, if one is in the state of "flow", he is probably sufficiently engaged, and the effective use of skills for an ongoing accomplishment is at play. This correlation is then the same with measuring *motivation* and the intensity of one's efforts. If it can be said that one is motivated, then the amount of his effort is probably high, effective use of skills is at play as well, and success is more likely (MacIntyre a Al-Hoorie 2020).

From what was said above, it may be clear, that Gardner's model and positive psychology theory share an interest in finding factors that facilitate success. Both models are focused on positive attitudes towards the language learning circumstances or on the states of elevated motivation. The PERMA theory then introduces new factors that may be influential to one's motivation, such as sociability, empathy, persistence, or effectiveness. Positive psychology then shows how to foster these factors in order to not only have a better learning experience but to also feel overall accomplished and well.

There is no dispute that all presented theories are influential and relevant, yet it is worth mentioning that each motivational theory is always in a way inspired by the other or vice versa. Therefore, there is no one and only right theory. For example, Gardner's *integrativeness* could be said is the representation of identification with Ryan and Deci's intrinsic motivation or Dörnyei's *Ideal L2* Self, which is a representation of both (MacIntyre a Al-Hoorie 2020:230) and PERMA has at least three factors in common with it, yet each theory presents a different point of view with new findings. Overall, when simplified, the theories presented above are overarched by three major motivational dimensions: **Integrativeness** (internal motivation)**, Instrumentality** (external motivation) and **Attitudes Toward the Learning Situation** (L2 Learning Experience).

The present study attempts to account for all three elements and employs a mixture of the instruments presented above. The analysis then categorizes the results accordingly to the consulted research and adjusts it to correspond to research questions and mainly to advanced learners and the different groups of respondents. The following research questions were asked:

⇒ Research question n. 1: *Do advanced learners feel motivated to improve their English?*

$\Rightarrow$ Research question n. 2: *What is the learners' main motivation and goals they want to attain?*

$\Rightarrow$ Research questions n.3: *What is preventing the learners from moving forward?*

$\Rightarrow$ Research question n 4: *What ways and resources advanced learners utilize in order to improve?*

$\Rightarrow$ Research question n. 5: *Is there any difference between EM and NEM respondents?*

4 MATERIAL AND METHOD

4.1 Design and Data Collection

The aim of the study was to find out about motivation of advanced learners. More particularly, the thesis was concerned with whether advanced learners feel the need to improve their English, why and how they improve and lastly, the study attempted to find if there is any difference between university students of English language (EM) and between advanced learners of English, whose field of study is not English (NEM). The study focused on answering research questions listed above.

Having considered the limitations of the different research approaches (i.e. the possible lack of depth in a questionnaire survey, and the small sample manageable withing a qualitative approach) it was decided to apply a mixed methods approach. The quantitative data were obtained through an anonymous online questionnaire determining the character and attitude of the respondents (English major (EM) or non-English major (NEM) learners). The qualitative data were collected by conducting 4 face-to face interviews evenly spread between EM and NEM learners.

The research was based on a thorough study of methodological literature covering the details of both methods of survey (Oppenheim, 1992; Lavrakas, 2008; Gillham, 2003). The key topics were essentially divided into 3 categories:

1. Introduction and characteristics of the respondent

2. The respondents' goals, motivation and demotivation

3. Ways and resources the respondent utilizes for improvement

The questionnaire consisted of 36 or 40 items (36 = EM respondents, 40 = NEM respondents) including both close-ended and open-ended questions. As for the close-ended questions, mainly Likert scale and multiple-choice questions were included. The questionnaire was designed two-fold – one instrument for EM and one for NEM respondents — deviating only in the middle section (motivation and demotivation). The questionnaire was coded that after a certain choice about respondent's language background was made (namely QA2), different items (section B1 or B2) were shown for each respondent. This question was also included for ensuring the respondents' reliability about their level.

The first group of questions consisted of characterizing each respondent, namely their level of English and whether they are EM or NEM learners. To answer the first research questions, an introduction about their attitude towards English ("checklist" questions) followed. In order to alleviate the possible dishonesty of the respondents, an hourly quantification of how much the respondent actually dedicates to (or comes into contact with) English was added.

The main sections of the questionnaire (sections B1/ B2 and C1) contained Likert scale items. They were aimed at finding out the motivation, demotivation of the respondent and, moreover, what resources he or she utilizes. For motivation, the questions were constructed to reflect the theoretical part and to induce the most common reasons for wanting to learn (see Brown, 2014; Dörnyei et al., 2015; Dörnyei & Muir, 2019; Petty, 2009). For ways and resources, the questions reflected the most common techniques one can utilize when improving foreign language competence. It

was opted for true Likert items with five items labelled as follows: *Disagree – Somewhat disagree – Neutral – Somewhat agree – Agree*. The *strongly dis/agree* option was left out in order to eliminate potential *central tendency bias* (Lavrakas 2008:429). The effects of *social desirability bias* or *acquiescence bias* (Lavrakas 2008:429) were attenuated by including the demotivation questions and by varying the attitude statements of the questions. It was probable that some respondents (most likely EM respondents) would like to opt for the *neutral* item in case of not wanting to report the true facts, for these cases, the open questions were included, and the survey was anonymous. The open questions are also included for any other methods or reasons, that may not have been mentioned in the Likert scales.

As was already mentioned, section B of the questionnaire included two different branches. The first (section B1) was designated for EM respondents, who checked the "English is my field of study" option in QA2. All other options directed the respondents to the alternative section (B2) for NEM respondents. This section was the only section, where the respondents did not respond to the same questions.

Most items for this section were transformed or omitted for EM respondents. It was noted that the concept of "studying English" may be different for EM learners, and therefore, when asked mainly about their future motivation or pragmatic reasons for "studying English", the data could be distorted. It was expected that most English major students attend English studies because they want English to be their future field of employment. Moreover, learning English and studying English linguistics is in terms of attitude measurement something completely different. Therefore, these items were replaced for EM respondents by questions aiming at the respondents' university studies, how the respondents' motivation changed following the commencement of university

studies and so on. However, some items in this section were shared by both group of respondents:

I feel demotivated because of my past failures and mistakes.

I feel demotivated because of someone who is better than me.

I feel motivated when I am given praise for my English.

This two-fold version of the questionnaire was taken into account when analyzing and performing statistical tests. Not all items could be compared and some items, which measured the same variable but were worded in a slightly different way, were grouped into the same categories, e.g.:

NEM: *I feel motivated by others' success.* ("motivation – success")

EM: *Seeing my peers succeed motivates me.* ("motivation – success")

Still, the respondents' data, mainly because of the questionnaire's topic, may be considered too predictable (see Limitations). Therefore, the research was complemented by 4 interviews. The interviews mirrored the sections of the questionnaire with 15 questions altogether. Again, some questions were omitted, added, or rephrased for the EM respondents. [5]

For the interviews, a semi-structured approach was chosen: open-ended questions, which are usually followed by *probes* or *prompts. Probes*, i.e. questions that encourage the respondent to develop their ideas, were used if the respondents were unclear about the answer or deviated from the question. *Prompts* are multiple options, or words that can help the respondent with the answer and elicit more information (Gillham 2003). However, with the *social desirability bias* (Oppenheim 1992:139) taken into consideration, these were used sporadically. Some EM respondents might feel the need to say they employ certain techniques or strategies, especially with

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[5] Both types of interviews may be viewed in the Appendix.

questions about their attitude towards improvement or techniques they should utilize for their academic development. The same can be applied for NEM respondents. Therefore, prompts such as attending courses, using certain material, or hinting the time they devote to English might lead to respondents answering in a way that presents them in a better guise. Prompts reminding the respondents about certain motivational or demotivational factors and, therefore, identifying their attitude towards them were used more frequently. First, the respondents were asked general questions about motivation, demotivation and resources they utilize. Subsequently, prompts were used when needed to elicit more data. Moreover, certain prompts were created in order to reject or confirm hypotheses created in the questionnaire analysis.

4.2   *Data Analysis*

The qualitative and quantitative analyses were first conducted separately, then compared together. For the questionnaire, multiple methods of analysis were chosen. The main part of the questionnaire consisted of Likert-type items. The analysis of such questions is complicated as two possible forms of analysis exist. Some researchers (Dörnyei a Taguchi 2010; Lavrakas 2008) tend to favorite analyzing the Likert scale using parametric measures, namely means and standard deviations. However, this method treats the data as interval and that is what some researchers oppose to (Jamieson 2004; Sullivan a Artino 2013). The main argument against using parametric measures is that the items of a Likert scales present "a rank order, [therefore], the intervals between their values cannot be presumed equal" (Jamieson, 2004: 1217). That is why, nonparametric measures are sometimes employed.

It is important to note that the majority of researchers agree on the fact that if a true Likert scale (collection of items) is used, parametric measures can be employed (Carifio a Perla 2008). However, it is crucial the group of items measures the same

latent variable. This can be then tested with the Cronbach's Alpha to ensure measurement of the same variable (Lavrakas 2008:169). Moreover, the number of response categories should be higher to approximate the interval scale (Wu a Leung 2017).

The following study employs the usual 5-point format of categories that can be considered as true Likert items (Lavrakas 2008:429), yet for the purposes of this research nonparametric measures were used. Each Likert item was analyzed using median, mode and IQR to substitute the standard deviation (see Appendix). Subsequently, some of the related items were thematically grouped. These thematically grouped scales were then measured parametrically as they measured the same variable. The mean score was computed from the several variables. In this case, the Cronbach's Alpha should be used, however, the sample size was deemed too small for the reliability analysis to interpret any significant data. Moreover, the grouped scales mostly consisted of no more than three items, which would result in low alpha values (Tavakol a Dennick 2011). This was subsequently checked and tested with the same results. Therefore, Cronbach's Alpha is not applied in this study.

The coding of the Likert scales was as follows: 1 - *Disagree*, 2 - *Somewhat disagree*, 3- *Neutral*, 4 - *Somewhat agree*, 5 - *Agree*. The questions measuring time quantifications were coded similarly: the lowest option (*0 hours*) was coded as 1, the highest (*11 and more hours*) was coded as 5. This data was treated as ordinal; therefore, means are reported. All the "checklist" questions consisted of nominal items. These items were treated as separate variables and subsequently dummy coded with the system of zeros and ones. The multiple-response sets combined all the variables and were analyzed using cross-tabulation method (mainly QA5). The open-ended questions were coded manually by placing the responses into thematic categories (Oppenheim

1992:200). The most common responses and percentual coverage are reported. The instrument also contained a question asking the respondents to assess their level of English. In this case, it is difficult to determine whether to treat the data as interval or ordinal, however, as the question mostly aimed at determining the sufficient level of a respondent for this type of questionnaire, only mentions are counted.

To answer the research question number 5, statistical tests were needed. For the comparison of EM and NEM responses, the Mann Whitney U test was utilized. It is important to note, that not all items could have been analyzed as both groups had different version of the questionnaire. The test was employed for those items which both groups shared and for the means of several variables that were grouped into the same category. The null hypothesis was that there was no difference between EM and NEM responses. The assumption of equal distribution was checked using the *homogeneity of variance* in SPSS. The p-value threshold for (non)significance was set at 0.05. All tests and analyses were performed in Excel and SPSS.

The interviews were conducted in Czech. They were first transcribed and then analyzed both separately and comparatively. Themes were identified based on the coding of the questionnaires and then checked for similarities among the respondents. All analyses were performed in NVivo. After analysis of the interviews, the triangulation method was performed. The qualitative and quantitative research was compared and subsequently contrasted with previous findings.

5 THE ANALYSIS

5.1 The Questionnaire

5.1.1 Participants

There were 103 respondents that originally participated in the questionnaire. The first two questions aimed at excluding those of low level of proficiency. The

respondents who opted for a level lower than B2 were excluded from the study - which resulted in the number of 77 valid respondents. This number consisted of 41 (53%) EM respondents and 36 (47%) of NEM respondents. The respondents' level of proficiency
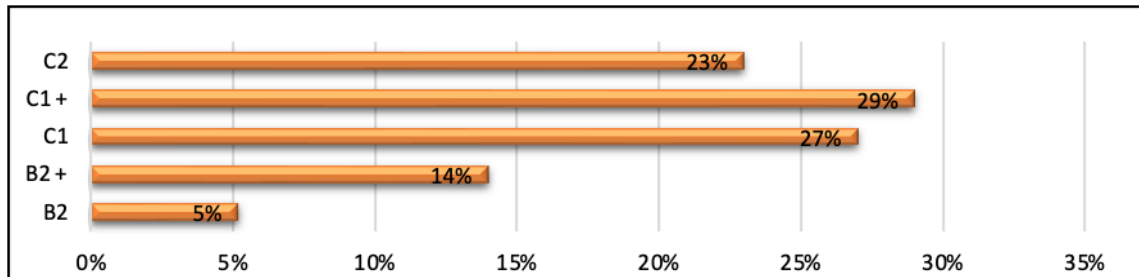

Figure 1: Respondents' level of proficiency

(Figure 1) varied with *C1+* being the most numerous group (23) and *C1* being the next most numerous group (21).

The next step was an attempt to quantify the respondents' time they dedicate to English (Figure 2). The most time spent on average was noted with the responses "watching audiovisual media" and *"reading English texts"* (mean = 4—7 hours, mode = 4 –7 hours) [6]. The English activity that respondents spend the least time on is *"using enhancing apps"* (42,9% opted for the *0 hours* option). It is important to note that the question was phrased followingly: *Outside of school English lessons, how many hours a week do you spend..?* This, therefore, explains the prevalence of 0 hours (30, 5% of respondents) with "study*"* option. This wording was crucial for it was expected that EM respondents would have much higher "study*"* results and thus would distort the data. The EM and NEM data were then analyzed separately with no significant difference observed, both groups reported the same averages.

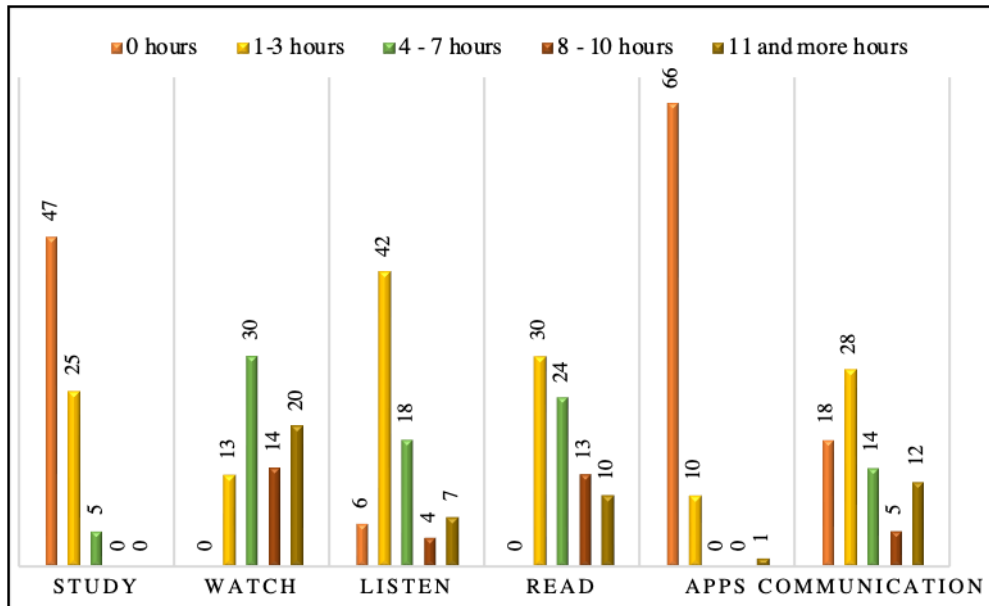[6] For all descriptive statistics see Appendix.

Figure 2: Hourly quantification of dedication according to number of cases

One way of ensuring the honesty and objectivity of the questionnaire was to include self-assessment questions. These were mainly aimed at finding out respondents' attitudes to English; if they feel satisfied, want to improve etc., but respondents were asked to describe their strong and weak aspects as well (QC2). As this was a "checklist" question, multiple responses were possible. The presented results can be seen in the Figure 3 below.

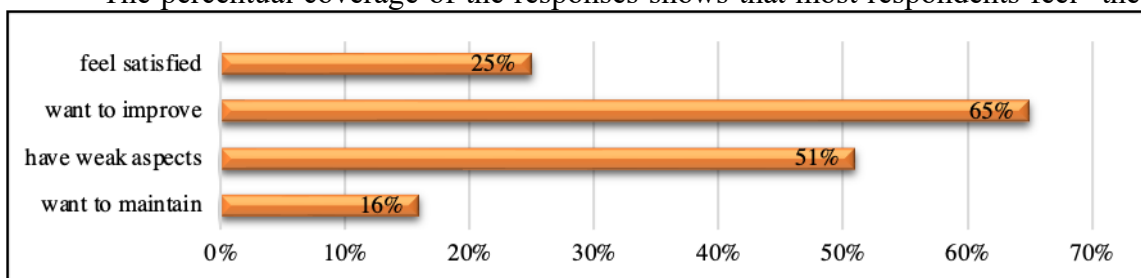The percentual coverage of the responses shows that most respondents feel "the

Figure 3: Respondents' attitudes to English according to number of responses

need to improve" (65%) followed by feeling they have "weak aspects" (51%). To find if there was any relationship between the recorded answers, multiple responses were observed. Overall, 32 multiple responses were recorded. Most of this number (21) consisted of respondents answering both "weak aspects" and "want to improve". Next noted multiple responses were too low in number to allow any interpretation.

Interestingly, there were 71% of EM respondents who noted that they "want to improve" in their English (followed by 46% "feel weak") and only 58% of NEM respondents (followed by 56% "weak aspects"). The open question pertaining to self-observation of respondent's attitude to improvement recorded 18 mentions of "not wanting to improve". There were 70 responses that stated the opposite with the description of how they improve (see Ways and Resources).

Next open questions were focused on the respondents' perception of their language and namely on strong and weak aspects. Most respondents noted as their strong aspect "grammar" (29% of the responses) or "comprehension" (21%). Least frequent among strong aspects was "fluency" (4%). However, as weak aspects most respondents noted "vocabulary" (25%) and "communication" (23%). The least mentioned weak aspect was on the other hand "comprehension" (1%) which shows no discrepancy among the strong and weak aspects. Perhaps the most ambiguous results were apparent in the category of "pronunciation" (9 for both weak and strong aspect overall).

When comparing the EM and NEM respondents' open questions, the main difference was evident in "communication". EM respondents recorded "communication" 12 times as a strong aspect, whereas NEM respondents mentioned "communication" 12 times as a weak aspect. Category of "writing" manifested the similar result (EM = 12 mentions as a strong aspect, NEM = 7 mentions as a weak aspect). This result may be expected as students of English majors will have more opportunities to write in English or to communicate in English. Moreover, EM group had higher number of "pronunciation" mentions (13) than NEM (5) overall and higher number of responses overall (EM = 106, NEM = 82) as well.

$\Rightarrow$ <u>Research question n. 1:</u> *Do advanced learners feel motivated to improve their English?*

The data above show that advanced learners possess enough self-observation to feel that they still have weak aspects in their English, and that they aim at improving them. As was expected, it is evident that EM respondents exhibit a slightly higher perception and attitude towards their language. This allows them to put English under more scrutiny than NEM respondents, therefore, they also feel the need to improve in their English more. The following analysis will attempt to answer why the learners feel the need to improve, what their goals are and what, on the other hand, limits them.

5.1.2 Motivation

The construction of the questionnaire mainly drew from Dörnyei's "L2 Motivational Self System", the Attitude Motivation Test Battery developed by Gardner and the Self-Determination Theory (Reeve, 2005) (see Chapter 3). The analysis attempted to group the items based on the theoretical research above, however, as the questionnaire was a blend of numerous approaches, the questions might have deviated from the precise formulations and typology presented in the research above. Thus, the following analysis based the main sources of motivation and demotivation on both the theoretical part and the characteristics of the results. The analysis then drew an analogy between the categories and the research in the theoretical part.

5.1.2.1 Extrinsic motivation

The extrinsic motivation, as first mentioned by Ryan and Deci 1985 mainly means being oriented into some instrumental goal. Instrumentality was then expanded by Dörnyei who distinguishes between two types of instrumental motivation: *prevention-oriented* and *promotion-oriented* (see Chapter 3). The items in the

questionnaire attempted to cover both types, however, for the EM version of the questionnaire the questions pertaining to the so-called *promotion-oriented instrumentality* were omitted entirely. It was decided that the concepts of "studying English" for external motivating factors, such as CV or a job, may present a different image to students of English linguistics (EM respondents), and, thus, different motivation. Therefore, questions fitted to EM respondents, which measure similar, yet different instrumental motivation can be seen below, but are not included and contrasted to NEM respondents' results. Both of these motivations can be grouped under the term of "extrinsic motivation" coined by Ryan and Deci.

NEM

The instrument contained six items aiming at the NEM respondents' pragmatic personal goals, such as enhancing their CVs, getting a certificate, finding a job in English etc. In Dörnyei's L2 Motivational Self System this source of motivation is defined as *promotion-oriented instrumentality*—the learner's focus is mainly concerned with hopes, aspirations and accomplishments (Hunston a Oakey 2010:79). When grouped together, the NEM respondents showed mainly neutral attitudes overall (mean = neutral, mode = neutral). Upon analyzing the items separately, the most significant data showed the items pertaining the practicality and usefulness of English (median = strongly agree, mode strongly agree) or wanting to work/live abroad (median = somewhat agree, mode = somewhat agree). The opposed attitudes were present mainly in learning English to be able to study at the university (median = somewhat disagree, mode = disagree).

The future negative outcomes as a source of motivation Dörnyei termed as *prevention-oriented instrumentality.* This is aimed at studying mainly to avoid negative consequences. These negative consequences may arise from different backgrounds, e.g. at school, from teachers, or parents. Respondents mainly stated that they do not want to

improve in English because of negative outcomes (median = disagree, mode = disagree).

The instrument also contained questions asking the respondents whether they improve in their English only because it is a requirement from the school or a job. This phenomenon may be likened to the so-called "duty-bound learner" (Dornyei 2010). On some level it correlates with the *prevention-oriented instrumentality* and its relatedness to the *L2 ough-to self*, however, more precise classification of this phenomena, may be introduced by Ryan a Deci 2000 who distinguished different types of extrinsic motivation. This notion is then the same as the extrinsic motivation that stems only from external environment. This motivation makes the students perform tasks with resentment, or resistance, only propelled to the action without any willingness or volition (Ryan a Deci 2000).

These items also cross-examined the overall agreement with the results for the urge to improve. It was expected that if the respondents answer that they study English only because they are required to, their self-motivation and willingness to improve would not be too high. As the data above presented, the volition to improve of the respondents was mainly high, therefore, it was expected for these results to be low. This proved to be true, respondents mostly disagreed (mean = somewhat disagree, mode = disagree).

EM

The items constructed for EM questionnaire aimed at similar aspects of pragmatics goals as discussed above. They were mainly focused on the respondent's attitude towards English whilst knowing that English is in great probability their future field of employment. The task was to find out whether they find the university to be a good source of motivation for future employment or studies in the subject, and whether

academic studying of English can be considered a similar pragmatic goal as for example getting a certificate for NEM learners.

The results showed that university and its studies are a great motivation for most of the EM respondents (median = somewhat agree, mode = agree) and that their motivation did not deteriorate upon entering the university (median = somewhat disagree, mode = neutral). The questions asking them for their reasons to study English studies had mostly ambiguous results. Half of the respondents agreed that the source of their motivation was to study at the university on which they are right now and this field of English studies. The other half mentioned that studying English linguistics was not their main goal. Therefore, the average results do not show any significance (median = somewhat disagree, mode = somewhat agree). However, most of the respondents noted, that the main motivation to pass the entrance exams was not their high school (median = somewhat disagree, mode = disagree). The EM respondents have also agreed on the fact that they feel anxious about some aspects of their academic knowledge, and it could be enhanced (median = agree, mode = agree).

5.1.2.2 L2 Learning Experience

This category was mainly constructed based on the factors according to Dörnyei's classification of *L2 Learning Experience.* This term encompasses the learner's environment, prior experience with learning English or interaction with the teacher or his peers (see Theoretical part). In Self Determination Theory, this category may be mostly likened to some psychological needs of intrinsically motivated learners: accomplishment or relatedness (Ryan a Deci 2000:58).

Approval

In this group, EM respondents showed significantly higher results when asked whether they seek an approval from their teacher, parents, or peers (mean = somewhat agree, mode = neutral) than NEM respondents (mean = somewhat disagree, mode = somewhat disagree). It is worth noting, that EM respondents had higher results with wanting to be accepted among their peers (median = agree, mode = agree) than among their teachers (median = somewhat disagree, mode = disagree). This phenomenon turned out to be present a lot in the EM results below.

Praise/Success

As was expected, praise and success are among the most mentioned factors of motivation and have the highest results for both groups (NEM: median = somewhat agree, mode = somewhat agree, EM: median = agree, mode = agree). One item on the questionnaire aimed at seeing how the so-called "competition with a standard of excellence" (Reeve 2009:127) could factor. In this case, the learners were presented with the success of others as their source of motivation. Again, the results showed higher data for EM respondents (median = somewhat agree, mode = agree) when asked if success of their peers motivates them. The NEM questionnaire asked generally on success of others (median = neutral, mode = somewhat disagree). When combining all the "praise" and "success" items, this so-called "positive reinforcer" (Reeve 2009:118) turned out to be more motivational for EM respondents (mean = somewhat agree, mode = agree, NEM: mean = neutral, mode = neutral).

Teacher

Surprisingly, most respondents from both groups noted that teacher is not their main motivation (median = disagree, mode = disagree). The individual groups did not show any significant difference; however, this finding may be contrasted to the previously mentioned questions about university being the source of motivation for EM

learners and the school for NEM learners. To remind, university appeared to be a great motivating factor for EM respondents, however, for NEM respondents, school not so much.

5.1.2.3 Intrinsic motivation

The next group of motivators is tied to many theories, namely a part of *intrinsic motivation*. The questions mainly aimed at feelings of competence and self-achievement for English's inherent values and for the inner satisfaction that comes from the learning. Sources of motivation included "comprehension" or "wanting to sound native" and "wanting to live abroad". Some of these questions were again omitted for EM respondents as the research's topic is not to determine the motivation to study English linguistics— it is to determine the main motivators for advanced learners to improve in their language. It is expected that EM learners have already exceeded the motivator to sound as native as possible, or to comprehend movies. This is based on the accompanying circumstances of English studies which suggest that average student will have already accomplished many of these goals. The NEM group noted "comprehension" and "wanting to sound native" as a strong goal (median = agree, mode = agree). Overall, these results show an *integrativeness* being a great factor for NEM learners why to improve. Living abroad or an Erasmus internship was an ambiguous goal for both groups, even though for NEM the goal was more visible (EM: median = neutral, mode = disagree, NEM: median = somewhat agree, mode = agree).

The Figures 4 and 5 show the Likert items' overall averages for most significant sources of motivation. Each group of the respondents is interpreted separately with motivators being altered.
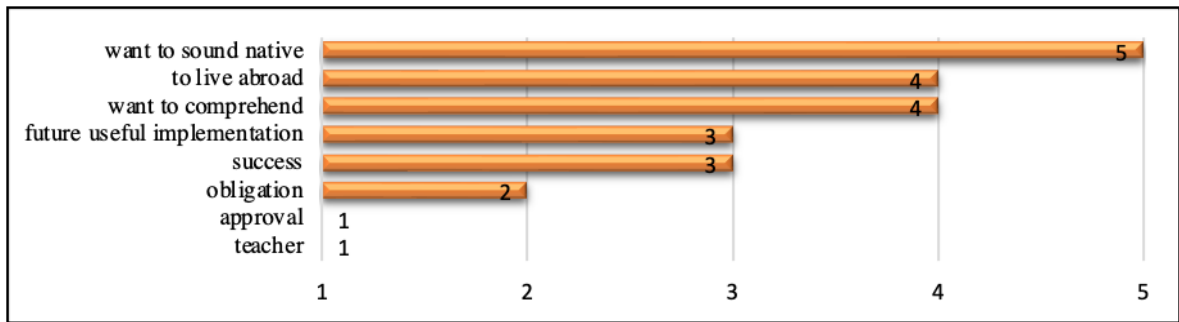
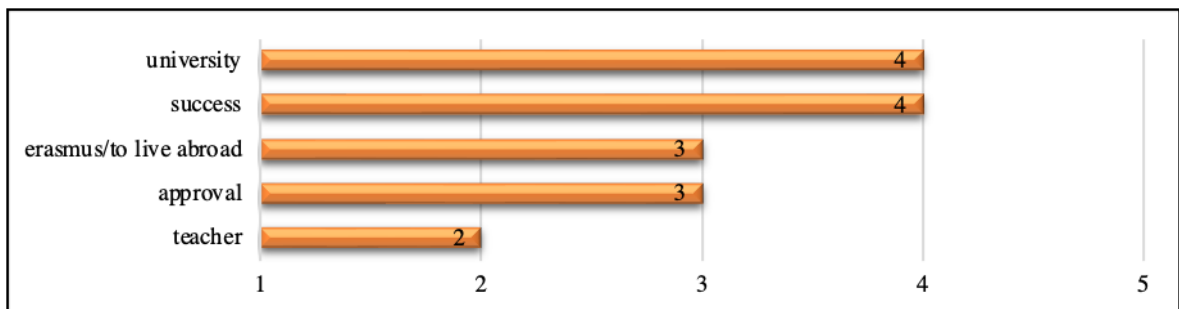**Figure 4: Motivators' averages for Non-English Major respondents**

Figure 5: Motivators' averages for English Major respondents

In the open questions respondents mainly mentioned their own "selves" as great motivators (12). This was interesting as it encompasses both the theory of *L2 ideal-self* and *intrinsic motivation*, however, the separate answers are considered to be too subjective to be generalized. The following themes were grouped under the category of "self": "the desire not to be ashamed of oneself", "the desire for seeing progress", or "wanting to be better self". The category of "integrativeness" was the next most mentioned group (7). Respondents noted that they want to "sound native", "be with people abroad", or "to know other culture". A surprising number of responses contained the mention of "love for the languages" (7) or just generally being interested in the English language. Other categories mentioned "wanting to convey information" (5), "mistakes and errors" (4) or the "usefulness" of English and its future implementation (8).

⇒ <u>Research question n. 2:</u> *What is the learners' main motivation and goals they want to attain?*

This part of the questionnaire was aimed at finding the most common factors and motivators for advanced learners. The data showed that the most common motivation for both EM and NEM learners is the *intrinsic motivation*. That is, the motivation that comes from inner self and aims at achieving some inherent satisfaction, whether that is a competence, or relatedness. The NEM learners mainly wish to comprehend and be as close to native-sounding as possible. They also consider English as a useful language with future possible benefits. The EM learners expectedly see mainly their university and previous or future success as sources of motivation. The factors of success, praise, or being seen as a good learner among others were all predominant categories. Nevertheless, portrayal of oneself among its peers and subsequently peers' success was a prevailing factor for EM respondents.

5.1.3 Demotivation

Demotivation items were likewise distributed according to assumed categories. Similarly, as with the motivation questions, some EM items were reworded or omitted.

Failure/Mistakes

This category demonstrated significantly different results for each group of respondents. EM respondents had again two-fold results, therefore the median was neutral and the mode = disagree. It was obvious that the data would be distorted as 12 respondents opted for the option "disagree" and 12 respondents for the option "agree" when asked if they experienced demotivation because of their past failure and mistakes. NEM respondents showed that they mostly disagree with past failures limiting them in improvement (median = somewhat disagree, mode = disagree). It is noteworthy to point that wording of this question remained the same for both groups.

Teacher/Exams

The results for both categories did not differ, most learners responded that their teachers do not limit them or demotivate them in future improvement (EM: median = disagree, mode = disagree, NEM: median = somewhat disagree, mode = disagree). This was interesting, as the motivation data showed that advanced learners don't feel motivated to improve because of their teacher as well. This may refer to a certain autonomy of the advanced learners and the notion of self-motivation being an important factor, as was hinted above as well. The English exams showed similar results, respondents usually don't feel demotivated because of having to pass exams (university, certificate, course etc.) (NEM: median = disagree, mode = disagree, EM: median = somewhat disagree, mode = disagree).

Difficulty

These items aimed at the difficulty of either English at an advanced level or the study of English linguistics, at an academic level. Both groups of respondents demonstrated the same averages of results (median = somewhat disagree, mode = disagree). EM respondents were also asked about their satisfaction with the university studies in terms of their demotivation. The question included some prompts with which the learners may not be satisfied: length, difficulty etc. The results for this category were higher (median = neutral, mode = somewhat agree). However, it is important to mention that most respondents noted that the university is a great motivating factor for their future studies. This reported question aimed at the respondent's own subjective satisfaction and perception of their studies, which may be demotivating them.

Confidence/Other people

The instrument contained items to contrast the motivation questions about attitude towards other peers or other learners. In terms of demotivation, respondents

were asked if they experienced demotivation because of someone who they felt was better than them. EM respondents agreed (median = neutral, mode = somewhat agree), which again shows a strong attitude of EM learners in connection to their peers and school environment. NEM respondents opted for disagreeing (median = somewhat disagree, mode = disagree). The Figures 5 and 6 show the reported averages of demotivating factor among both groups of respondents.
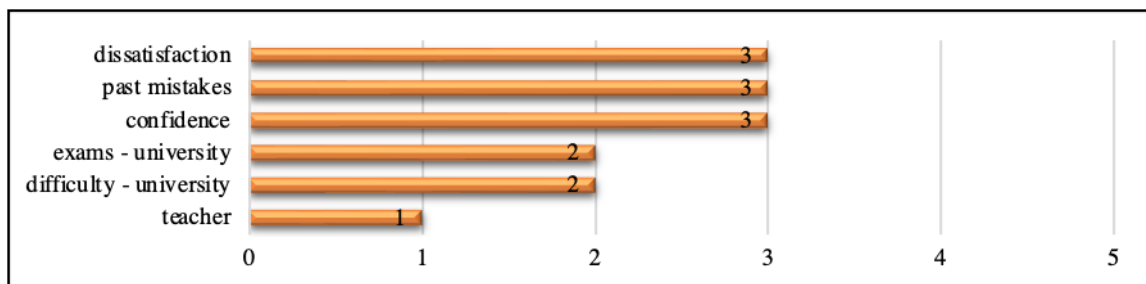

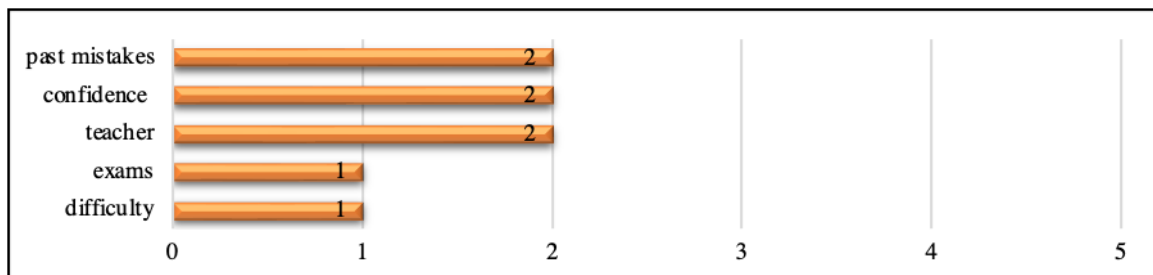**Figure 6:Average demotivation of EM respondents**

Figure 7: Average demotivation of NEM respondents

The open questions did not deviate from the closed items significantly, however, it was interesting that many respondents (both EM and NEM = 12) mentioned having encountered not enough qualified teachers as their limitation and then subsequent demotivation. Another limiting factor was the lack of resources for advanced learners (10), lack of focus (15) or lack of time (19). Many respondents also mentioned the lack of time to study English due to another language in which they want to enhance (19).

The category of self-confidence was prevalent as well (7), this category included: "overthinking", "self-doubt", "not enough of self-discipline", or "comparing oneself to others".

⇒ <u>Research questions n.3:</u> *What is preventing the learners from moving forward?*

The data above showed that the reasons why advanced learners do not improve is mainly because of lack of time, focus, or because of not having enough of well-qualified resources to use for improvement. Advanced learners feel demotivated mainly because of their own self-issues such as past failures, comparing themselves to others, or just generally being dissatisfied with English studies. The EM respondents exhibited slightly higher results when asked about their peers. No other significant difference was observed.

5.1.4 Ways and Resources

Items in this part of questionnaire were the same for both groups. They encompassed general resources a learner can utilize when wanting to improve. Both groups displayed strong agreement with "surrounding themselves with English" in order to improve (median = agree, mode = agree). This question encompassed activities that would require them to always choose English instead of their mother tongue, for example, switching their phones to English, watching, and listening audiovisual media only in English, or reading English news etc. Another strong aspect was "surrounding themselves with people that motivate them or help them improve in English" (NEM: median = somewhat agree, mode = somewhat agree, EM: median = agree, mode = somewhat agree). Both items point to the theory of *integrativeness,* which showed to be a prevailing motivating factor especially for NEM learners. In this category, both groups displayed the same averages, therefore, it can be assumed, that EM respondents still feel the need to be surrounded with

English and see it as a useful way to maintain their level. Category of "self-observation and reflection" showed the same results for both groups (median = somewhat agree, mode = somewhat agree). It is to be expected that learners at this level of English will possess enough critical judgment to evaluate their language usage. On the other hand, low results were present in the items asking about "travel", "courses", or "technological enhancement tools". Category of improvement by "contact with the natives" was more opted for by NEM respondents (median = somewhat agree, mode = agree) than EM (median = neutral, mode = agree), which may be surprising, as it may be assumed that EM learners would have more possibilities to encounter a native-speaking person. No other significant difference was observed among the groups of respondents. Figures 7 and 8 summarize the average results for all categories mentioned in the Likert item part of
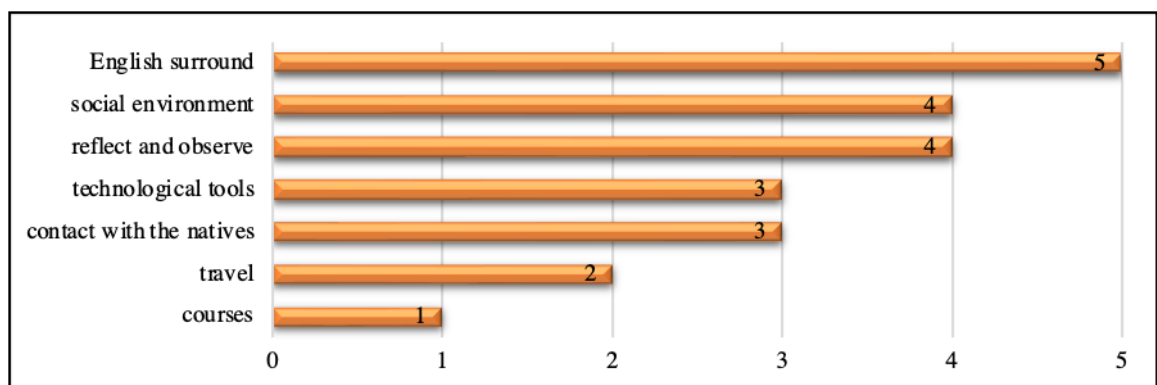
the questionnaire.

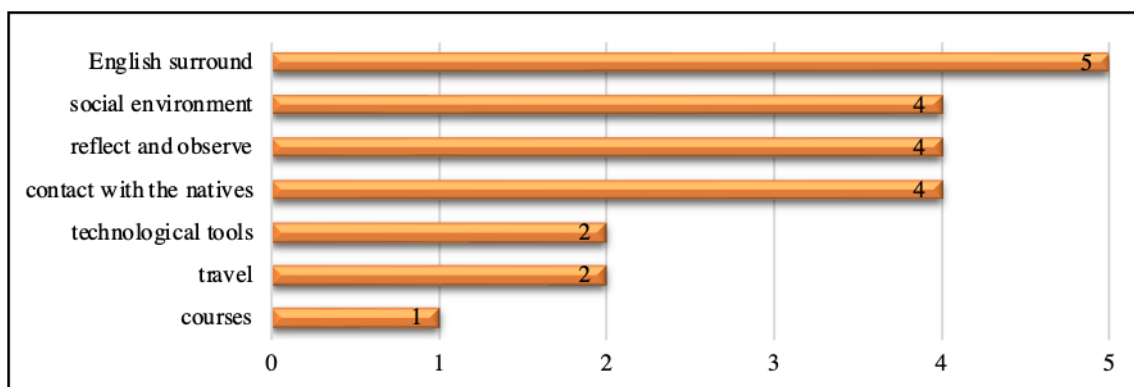**Figure 8: Average resources for improvement of EM respondents**

Figure 9: : Average resources for improvement of NEM respondents

The open questions displayed a prevalent number of mentions of the so-called "systematic learning" category (n=16). In this category, respondents mentioned systematically learning new (academic or business) English vocabulary, and that by writing it down upon encounter or by an autonomous studying using textbooks. The next most mentioned categories were that of "surrounding themselves with English" (n=12), "communicating" (n=11), or the most mentioned category: "using English audiovisual media for improvement" (n=17).

⇒ Research question n 4: *What ways and resources advanced learners utilize in order to improve?*

The research showed that advanced learners opt to learn in an autonomous environment and prefer to learn in a way that is useful and convenient to them. That is, learning new vocabulary upon encounter, be surrounded with motivating people or native speakers, or just most generally watching movies and series in English. Another mentioned factor is the "reflect and observe" category in which respondents showed a noteworthy perception of their language usage. This part of the research also brought out the "practicality" factor of English. It is visible that advanced learners see the potential usefulness of English, or its prevalence in today's world, and they try to exploit this fact as much as possible.

5.1.5 EM and NEM respondents

Upon brief inspection of the quantitative data, the research did not show any significant difference between the EM and NEM respondents. As was already mentioned, the most prominent difference among the participants was the attitude of EM respondents among their peers. The EM respondents displayed a visible motivational and demotivational correlation with their university schoolmates. Motivational force can be seen when they are focused on how they are portrayed among their peers, demotivational, when they are being compared to their peers by other people, or just by themselves. Therefore, an alternative hypothesis was constructed, that EM and NEM groups would differ in questions asking them about their peers at school. In order to see whether this hypothesis or the null hypothesis holds, the Levene's test of *homogeneity of variance* and Mann Whitney U Test were performed.[7]

The Levene's test was non-significant for almost all the grouped scales besides "motivation – success", "motivation - live abroad" and "demotivation – failure". Therefore, it was assumed that the variances among these groups of questions are not equal, and they have been omitted from the nonparametric test. For all other items, where the assumption of equal variances (that is the p-value was greater than 0.05) has been met, the Mann Whitney U test was performed.

The results of Mann Whitney test showed significant difference, therefore rejected the null hypothesis, only in the category of "motivation – approval" (U = 536.000, Z = -2.203, p = 0.028). The mean ranks were higher for the EM respondents, therefore suggested that EM respondents are most likely the ones who want to improve in English in order to gain approval from their parents, teachers or peers, and that they want to be well-received among their schoolmates. This confirmed the alternative hypothesis,

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[7] For all the descriptive statistics and nonparametric tests see Appendix.

however, because of the Levene's test, most of the questions that focused on the relationship of the respondent and other learners were excluded from the Mann Whitney U test. Therefore, the individual questions asking the respondents about their (de)motivating attitude towards other learners were tested separately not as part of themed groups.

The questions which asked the respondents whether success of others (or of peers) motivates upheld the Levene's test (newly grouped as "success - peers") and therefore the Mann Whitney U test was applied. These questions showed a significant statistical difference among the groups of respondents (U = 499.000, Z = -2.507, p = 0.012). The mean ranks were again higher for EM respondents, which confirms the alternative hypothesis, the EM respondents are keener to peers' success being a motivating factor. However, the last "peers" related question: "demotivation – confidence", which asked the respondents if they feel demotivated because of someone who is better than them, showed no significant statistical difference (U = 576.000, Z = -1.717, p = 0.087), even though the medians differed. In all other cases, the p-value was higher than the set threshold, therefore the null hypothesis was confirmed.

⇒ Research question n. 5: *Is there any difference between EM and NEM respondents?*

As was expected, the data showed very similar distribution for both groups. However, EM respondents displayed a higher perception about their language and the ability to critically assess their level and needs overall across the whole questionnaire. The main difference was visible when asked about respondents' attitudes towards other learners. EM respondents showed a certain inclination to either feeling motivated by others' success or demotivated by comparing themselves (or being compared by others) to their peers. EM respondents also generally displayed wanting to be a good student to

gain approval among other students. The performed statistical test confirmed the alternative hypothesis, that EM respondents feel motivated by success of others, and they want to gain an approval from other students. These variables were higher for EM respondents than for NEM. The demotivation question pertaining to the respondents' confidence among others turned out to be nonsignificant in the statistical test.

5.2 The Interviews

The interviews were mainly coded based on the emergent codes and themes in the questionnaires. This resulted in 60 codes throughout the four interviews which were compiled into 6 shared themes. These were subsequently divided into more specific categories and factors which not all participants employed. The coding structure according to number of references is displayed below (Figure 10). The following chapters discuss these themes in relation to the research questions. First, general observations are analyzed among all respondents, then certain patterns are discussed regarding the characteristics of respondents (EM or NEM).
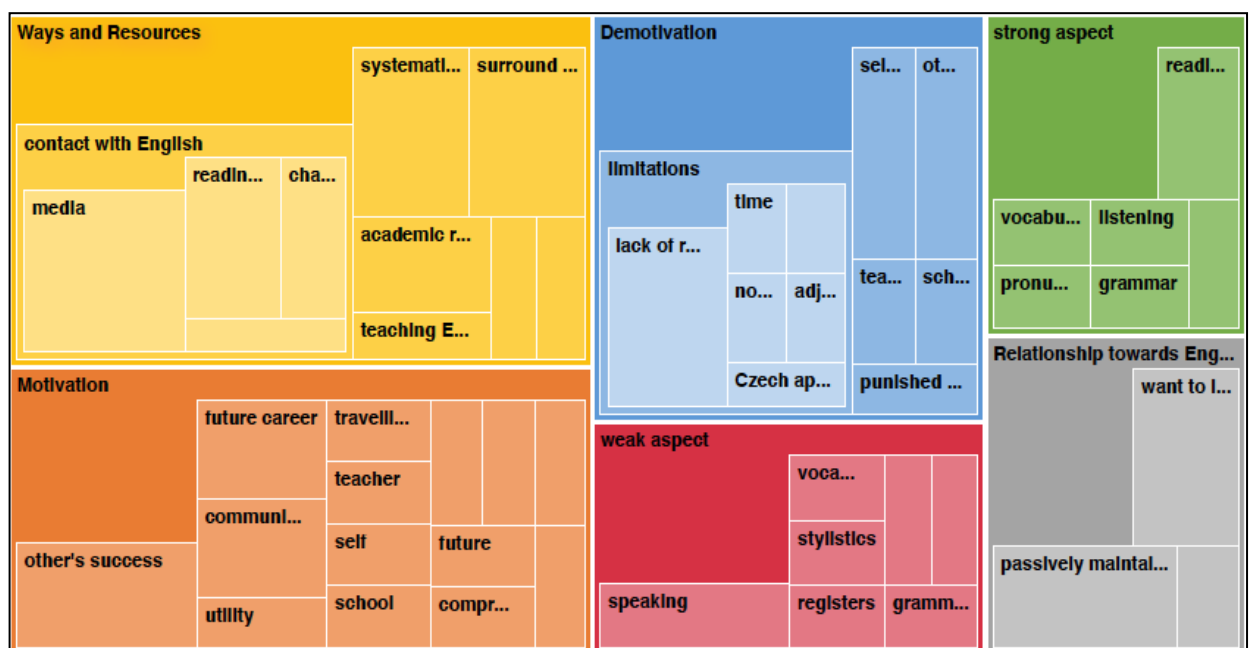

Figure 10: The codes according to number of reference

The range of motivating factors was broad in the interviews as the respondents were first only asked a general question about their motivation, and subsequently certain prompts were used to elicit more specific answers. Because of the nature of the interviews, the prompts were not able to include all motivational factors listed by Dörnyei, for example. As a result, there are more general themes whose relevance is being discussed. Further, certain categories may be labeled as "no" under "motivation", but that does not mean the respondents do not find those categories motivating. They were simply not mentioned by them or were not prompted as were deemed in the respondent's case unimportant or respondent specific.

5.2.1 Participants

The conducted interviews were evenly spread among the EM (n = 2) and NEM (n = 2) participants. The NEM participants, Tereza H. and Barbora V.[8], both have been studying an English major at university for more than three years, and therefore are considered enough reliable respondents and users of advanced English. The EM participants, Sofie M. and Zuzana S., both have completed a written exam that sets their level of English as higher than B2. In the first part of the interviews, respondents were asked about their relationship towards English. The following table (Table 1) summarizes the themes that emerged during their interview.

	Tereza H.	Barbora V.	Sofie M.	Zuzana S.
want to improve	no	yes	yes	yes
passively maintain	yes	no	yes	yes
don't want to improve	yes	no	no	no

Table 1: Respondents' attitudes towards their English

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[8] False names are used to ensure the anonymity of the survey.

The participants mainly noted either wanting to improve (n = 3) or passively maintain the language (n = 3). Only Tereza H. answered not wishing to improve as she feels satisfied with her level of English and only wants to maintain it. Barbora V. said that she is unsatisfied with some of her language skills as she would like to have them at a higher level after three years of university studies. Next, respondents were asked how much and in what ways they encounter English in their daily lives. There was no significant difference observed among the groups of participants as they all talked about being in contact with English on a daily basis (n = 4). When talked about how, categories of "media" and "reading in English" were recorded by all of them as well (n = 4) The next category, that was mentioned was "communication" (n = 2). It was mentioned by Tereza H., who said that she usually communicates online, and Sofie M., who noted both communication online and in person. When asked about respondents' strong or weak aspects in English there was an evident difference observed among the groups of participants. The EM respondents again showed a broader range of aspects in which they wish to improve or are not good enough. These include "registers", "stylistics", or "punctuation". Furthermore, Barbora V. mentioned a specific goal of wanting to be able to present in English in a better way. EM respondents listed "vocabulary" or "pronunciation" among strong aspects. In contrast to NEM respondents, who for example mentioned "vocabulary" and "grammar" as their weak aspects, the EM participants showed a greater ambition in English as well as above-average ability to critically assess their language.

⇒ Research question n. 1: *Do advanced learners feel motivated to improve their English?*

The interviews' data showed that most of the interviewed respondents wish to improve or at least maintain their level of English. This supports the questionnaire's

first analysis which implied that advanced learners want to improve. The interviews also corroborated the EM respondents' higher ability to critically assess their language as well as detail more precise objectives of what aspects they want to improve.

5.2.2 Motivation

5.2.2.1 Extrinsic motivation

The desire to improve because of the future usefulness of English was mentioned by three of four respondents. They all mentioned wanting to improve or at least maintain their level of English because of needing English in their future careers. For example, Barbora V. exhibits the want to continue in her studies of history in doctoral studies. She explained that many of the needed sources and literature for her future studies are in English, and therefore opted to get her bachelor's degree in English studies as well. Since Sofie M. is a full-time piano teacher, she implied a wish to be able to teach native pupils in English without them noticing that she is a non-native teacher. Sofie M. also spoke about getting an English certificate as that might improve her CV.

Tereza H. was the only respondent who does not wish to improve in English as she is satisfied with her level (see Table 1). However, she is aware of her limits in certain professional fields of the language (e. g. business English) and said that she would wish to improve in those fields if it proved to be useful for her future employment. The only respondent who did not mention English in any specific connection with her future career was Zuzana S. Nevertheless, she mentioned the ever-present necessity of English and furthermore its utility that she sees as very important as her main motivating force. As this is not defined as an external motivating factor, this motivator will be described in its own category, however, it still has certain aspects that relate to pragmatic factors and must be mentioned.

As well as in the questionnaire, EM respondents were asked specific questions about pragmatic goals pertaining their studies. Tereza H. and Barbora V. were first asked about their motivation to study English at the university. Both respondents answered that the main reason for wanting to attend English university studies was to improve their English, which they knew was already at an advanced level. Both showed an interest in the language and linguistics and furthermore mentioned that linguistics is their current main point of interest. As students entered university, they did not lose interest in English; on the contrary, their motivation grew.

As was noted in the questionnaire analysis, the task was to find out whether academic studies are a good motivating factor, and whether they may be equaled to different pragmatic motivators, such as getting a certificate. As was expected and already shown in the questionnaires, English studies at university can be a great motivator and when studied, the school is a great motivating force for either future language, or for future employment in the subject.

Utility/Necessity

The utility, overall usefulness and ever-present necessity of English was a prevalent theme in the interviews. Both NEM respondents, Zuzana S. and Sofie M., mentioned especially the utility of English as their main reason for improvement. Zuzana S. furthermore said that this is her main motivation as to why maintain her level and step out of comfort zone to try to willingly encounter English more. According to Sofie M, her main motivation in the past was when she knew she would be travelling alone. She always felt the need to improve as she knew that without English, she would not be able to communicate. Even though, this factor was not mentioned by EM respondents as their main motivation, similar pattern among them may be observed. For example, Barbora V. talked about the necessity of acquiring English at a good level for

her future studies as English is more accessible to academic articles, Tereza H. mentioned that English is ever-present and that it enhances the possibility to obtain good employment.

Teacher/School

Another theme that the respondents were prompted was that of teacher and/or school. Tereza H. reported especially teacher being a great motivating force for her. She spoke about her need for the teacher's enthusiasm as that is when she sees the real purpose of the studies and wishes to improve. She furthermore specified that when this is the case, she does not want to disappoint the teacher as well. The other EM respondent, Barbora V., reported just school in general as her main motivation. It is important to note, that this category was mentioned only by EM respondents. However, as the respondents come into contact with focused English learning, the presumed expectancy of this must be taken into consideration.

Peers/Others

Based on the questionnaire's results, the respondents were prompted about their motivational attitudes towards their peers or other users of English. Three of four respondents said, that seeing other's success, namely other's good pronunciation, or just other learners being generally good in the language, motivates them, and they want to equal them. Barbora V. mentioned specifically students of higher education level than hers as a motivator while as Sofie M. mentioned that when in communication with good language users or even native speakers, she does her utmost to match them in her language as well. This refers to a frequent category in the questionnaire, where respondents wanted to "sound native" and feel as integrated into the language's culture as possible.

Among other – less frequent yet presumed apparent – categories that were brought up was "the want to comprehend", "to be able to communicate," or "praise". The category of "self" was interestingly mentioned only by Sofie M., who talked about her own feeling of accomplishment when she is enriched by a language that interests her. The following table (Table 2) summarizes the motivating themes in the interviews.

MOTIVATION	Tereza H.	Barbora V.	Sofie M.	Zuzana S.
future career/certificate	yes	yes	yes	no
comprehension	no	no	no	yes
communication	no	yes	yes	yes
others/peers	yes	yes	yes	no
teacher/school	yes	yes	no	no
utility/necessity	no	no	yes	yes
self	no	no	yes	no
praise	yes	no	no	no

Table 2: The respondents' motivation reported by mention

⇒ Research question n. 2: *What is the learners' main motivation and goals they want to attain?*

The questionnaire's data implied that advanced learners feel motivated mainly intrinsically. That is, trying to fulfil some inherent satisfaction of being either competent, or being native-like. This topic was in the interviews' data evident mostly with NEM respondents. For Zuzana S., communication and comprehension are fundamental in dealing with the ever-present English in her daily life, as well as the fact that an advanced level of English makes her life more secure. Apart from wanting to communicate, Sofie M.'s main motivation is her own self-accomplishment that forces her to improve. However, Sofie M. also mentioned an extrinsic motivation, where she mentioned wanting to improve for future employment purposes. Nevertheless, extrinsic motivation was more pertaining EM respondents: Tereza H. and Barbora V. both

reported future career and studies as their main motivating forces. Lastly, the peers' success was a prevailing motivating factor among EM respondents.

5.2.3 Demotivation

The third research question was split into two topics of discussion: limitations (Table 3) and demotivation (Table 4). The reason was to segregate certain prompts, or categories that may appear after each question is asked. For example, when asked what prevents him from improving, a respondent might answer differently than when asked what usually demotivates him. The respondents' limitations are however another reason why he or she does not aim at improvement and furthermore, his or her reason for demotivation. Therefore, the data was analyzed together.

5.2.3.1 Limitations

In the interviews, a surprising number of respondents (n = 4) mentioned having difficulties accessing resources that could motivate them to improve or improve their English in general. Namely as limitations, the geographical location, lack of advanced resources, lack of goals, and lack of possibilities to speak with native speakers were mentioned. Zuzana S. and Barbora V. said they would improve if they had the option of staying in an English-speaking country for a longer period of time. However, not just so that they are surrounded by English, but also so that they can have access to a better and broader educational system, which will help them improve. Both Tereza H. and Barbora V. mentioned that they do not come into contact with that many native speakers as they would like. Simultaneously, they primarily talk with lower-level learners, therefore they have to unwillingly adjust their level of English when communicating with them.

During the limitation part of the interview, Sofie M. spoke largely about the Czech educational system and her experiences and attitude toward it, which led her to feel intimidated when speaking or writing English. Several of her previous teachers

focused primarily on her and her peers' mistakes, which resulted in them being incapable of producing any language. She specifically mentioned being corrected too often and mocked for mistakes. Moreover, Sofie M. talked about the lack of resources for her improvement, however in a slightly different way than other respondents. She brought up the fact that even though she wishes to improve, she does not have any future goal that may motivate her in improvement e.g., teaching in English, or travelling to an English-speaking country. No other significant conclusion was found. Other limiting categories that were brought up by the respondents included "pandemic" or "lack of time" and can be seen in the Table below (Table 3).

LIMITATIONS	Tereza H.	Barbora V.	Sofie M.	Zuzana S.
educational system	no	no	yes	no
Lack of resources/goals	yes	yes	yes	yes
no need to improve	yes	no	no	no
pandemics	no	yes	no	yes
time	no	no	yes	no

Table 3: Respondents' limitations reported by mention

5.2.3.2 Demotivation

When asked about demotivation, the interviewees' responses largely varied. There was no prevalent theme found, however, interesting categories and tendencies emerged. Zuzana S. felt most strongly and was the most specific when asked about demotivation. She reported judgment of other people and her self-confidence being the main reason why she may feel stagnant and without motivation in her future improvement in English. Especially when being around other well-spoken people, she feels the need to compare and subsequently loses her confidence in communicating with them at all. As she mainly talked about her own self and her own self-judgment, her answer was coded under the category of "self" and not "peers/others". The other

respondents were prompted about this factor as well, however no other participant responded significantly.

Sofie M. again mentioned the fear of being corrected for mistakes as her main demotivator even in the present time with her level of English. Tereza H. answers referred to her motivation part of the interview. She reported a teacher not being interested in the subject and teaching as a trigger for not wanting to improve and for feeling demotivated. Barbora V. reported being dissatisfied with some parts of her English studies as demotivating. As her main point of interest is linguistics, she feels demotivated by fields of her studies that are focused on literature, reading and literary interpretations. This is where she mentioned being dissatisfied and disappointed with the educational system. It is important to note, that she noted this in a slightly different way than Sofie M. in the limitation section (see above). Both mentioned the Czech educational system, yet Barbora V. contemplated being dissatisfied because of her own expectation, Sofie M. talked about having a bad experience with the way she was treated in the system.

To extend the questionnaire's hypothesis about advanced learners and their peers or other users of English, both groups of the respondents were asked if English-speaking people in their surroundings demotivate them. EM respondents were specifically asked whether they feel compared and subsequently demotivated because of their peers. Apart from one NEM respondent (Zuzana S., see above), who mentioned often comparing herself to other users of English in her surroundings, no significant data was collected. All the categories mentioned by the respondents may be seen in the Table below (Table 4).

DEMOTIVATION	Tereza H.	Barbora V.	Sofie M.	Zuzana S.
other people	no	no	no	yes
mistakes-correction	no	no	yes	no
dissatisfaction with educational system	no	yes	no	no
self	no	no	no	yes
teacher	yes	no	no	no

Table 4: The respondents' demotivation reported by mention

⇒ <u>Research questions n.3:</u> *What is preventing the learners from moving forward?*

According to the interviews, no significant or prevalent factor contributed to the respondents' demotivation. However, the analysis displayed a large number of mentions of not having access to enough effective improvement resources. At this level of language, it appears that finding specific ways, for instance, communicating with native speakers, getting in touch with authentic language, or identifying language goals can be problematic.

Demotivating factors for all respondents were primarily based on their motivational responses. The participants often referred to previous responses, and occasionally cited their motivation as suggesting that the opposite demotivates them. Therefore, NEM respondents showed a pattern of intrinsically directed demotivation as was the case of their motivation. Zuzana S. reported her "self-confidence" and comparing herself to others as demotivating, while as Sofie M. feels demotivated when her mistakes are the only thing that is being focused on in her language. A significant amount of data was not obtained concerning other learners, as the majority of respondents cited not being demotivated by other advanced learners.

5.2.4 Ways and Resources

All respondents mentioned "media" and "academic reading" as a way of maintaining or improving their language. "Media" was prominently described as a

casual and passive way of coming into contact with authentic language. As all respondents are university students, it is not surprising that the mention of academic articles was overwhelming. Another prominent factor was "being surrounded with English" (n = 3). Barbora V. was the only one not to mention this category, except that in the introductory part she mentioned being in contact with English 5-6 hours a day, during study or leisure time. It can thus be compared to "being surrounded with English", regardless of not being coded under the same category. The difference with other respondents is that they mainly mentioned having switched their phone into English as well.

A surprising number of respondents mentioned that they try to learn somewhat systematically (n = 3). Barbora V. and Sofie M. specifically mentioned writing out the unknown vocabulary and subsequently learning it, while as Tereza H. mentioned purposefully searching the unknown phrases, or aspects of language that may not be too familiar. As she is a teacher, she said that she sometimes picks a topic for her students that she is not too acquainted with and thus is forced to be prepared and learn something new as well.

Two respondents mentioned intentionally searching for opportunities for communication in English. As was mentioned above, communication with native speakers was deemed by most of them as a harder goal to achieve. Only Sofie M. did not specifically mention not having enough resources to speak with native speakers, however it is important to note that she comes into contact with English more frequently as her boyfriend frequently travels and has several English-speaking friends (see Limitations). For example, Tereza H. mentioned that she felt demotivated in high school because she did not have the option to communicate with native speakers. Now, she feels that native speakers are not necessarily required for improvement and therefore

she communicates in English via chatting online and messaging with non-native speakers.

It was interesting to see that both EM respondents mentioned "reading fiction" as another way they maintain or improve their English. This could have resulted from reading only English literature in university and being used to reading only in that language. This factor was not mentioned by NEM respondents, it may be presumed they read fiction in Czech. All factors that were reported in the interviews may be seen in the Table 5 below.

WAYS AND RESOURCES	Tereza H.	Barbora V.	Sofie M.	Zuzana S.
media	yes	yes	yes	yes
academic reading	yes	yes	yes	yes
being surrounded with English	yes	no	yes	yes
systematic learning	yes	yes	yes	no
observation + critical thinking	no	no	yes	no
communication w/native speakers	yes	no	yes	no
reading fiction	yes	yes	no	no
teaching English + preparation	yes	no	no	no

Table 5: Ways and resources reported by mention

⇒ <u>Research question n 4:</u> *What ways and resources advanced learners utilize in order to improve?*

The interviews mainly corroborated the questionnaires' implication that advanced learners prefer to improve on their own, in an autonomous environment, and using convenient resources. The interviews had a higher data for systematic and conscious studying, but mainly implied similar categories as in the questionnaires. These include watching movies and series in English or being surrounded with English on a daily basis. The "practicality" factor, as mentioned in the

questionnaire's analysis, is evident in the interviews as well, however, this notion is seen as more premeditated and purposeful as learners seek and systematically exploit opportunities to use English.

5.2.5 EM and NEM respondents

The interviews did not show any prevalent or significant difference among the groups. That is of course given by the difference in number of participants in the qualitative and quantitative research. Some of the patterns were evident in the difference between external and intrinsic motivation. EM respondents were more connected with the intrinsic motivation (such as own self or the want to be competent), while as the future employment or more pragmatic goals are evident among NEM respondents. This is not too surprising — it was expected that NEM participants will have a higher ambition in English and will most likely want to be successful in future application of English (see Limitations).

Other differences were small scaled. EM respondents reported reading fiction in English, meanwhile NEM only being able to read academic articles in English. Furthermore, NEM respondents provided more specific description of the features of their language and aspects they wish to improve. Peers and their success were a prevalent motivational factor among EM respondents; however, one NEM respondent (Barbora V.) reported this category as well while the other NEM respondent (Zuzana S.) considered it marginally demotivating. The prompt about being the so-called "good student" among other peers and wanting to gain approval did not bring out any significant data. No other difference between the groups in the interviews was observed.

Another point of interest that was addressed in the interviews, was the EM respondents' high school motivation to study English at the university. Both participants reported going to university mainly to improve and that their motivation was to be even

better at something they were already advanced at, therefore corroborating the questionnaire's analysis suggestion that the goal of university studies may be presumed as an external factor why to enhance language level at an advanced level.

⇒ <u>Research question n. 5:</u> *Is there any difference between EM and NEM respondents?*

Both the EM and NEM respondents provided very similar answers. EM respondents were able to assess their language competence in a clearer way and also exhibited more ambitious goals than NEM respondents. Interestingly, the EM motivation was noted as more external and pragmatic, such as future studies, or finding employment in the field. Motivation in NEM was primarily driven by internal will power, or intrinsic satisfaction, and demotivation was driven by their confidence, or when they were often corrected, causing them to doubt their abilities. The prevalent notion of EM's motivational relation to their peers that was seen in the questionnaire's was evident in the interviews as well, however, in a slightly less frequent manner. The demotivational factor of being judged or compared by others turned out to be non-evident in the interviews for EM respondents.

6 Questionnaires and Interviews – Comparison

⇒ <u>Research question n. 1:</u> *Do advanced learners feel motivated to improve their English?*

The analyses of the questionnaires and interviews showed very similar data for the first research question. In general, advanced learners are aware of weaknesses in their English and seek to improve them. These findings were evident in both surveys, which showed a high prevalence of advanced learners who wished to improve their English or simply maintain it. Nevertheless, each survey displayed and added an interesting notion to the research.

The questionnaires revealed that EM respondents are more likely to express a desire to improve than NEM. It was evident from the percentual coverage of the chosen category, and there was also an indication of this in the questionnaire's open questions, where EM respondents had a higher number of responses when assessing their language. The interviews, on the other hand, did not corroborate this. In fact, Tereza H. was the only respondent who said that she did not wish to improve, resulting in each EM respondent having a different attitude toward this question in the interviews.

However, the interviews revealed that EM learners have higher language ambitions when it comes to improving their English. Firstly, their weak aspects were described and identified more precisely than in the case of the NEM group, and accordingly, EM respondents had a wider range of goals they wish to pursue, as well as higher motivation to attain them. This fact was not evident in the questionnaires – the analysis mainly displayed a higher number of EM responses when asked to assess their weak aspects. This ability of the EM respondents to critically judge and observe their language more was evident throughout the whole research. However, it was deemed expected as EM respondents are likely to have a deeper understanding of language, which allows them to identify various important aspects more accurately.

Furthermore, preference for maintaining the already achieved level was more prevalent in the interviews. There were only 16 respondents who indicated they wanted to maintain their level of English in the questionnaires, however, in the interviews, it was an overwhelming majority (n = 3).

$\Rightarrow$ Research question n. 2: *What is the learners' main motivation and goals they want to attain?*

In general, the questionnaire brought out a larger number of categories that were referenced. This was of course the result of respondents being forced to answer questions based on each category separately. It is impossible to determine the respondent's attitude toward each motivational factor from the interviews and therefore, it is difficult to compare attitudes from both surveys (see Limitations). Therefore, the category mentioned first by the respondents and that was not elicited is the one of greatest importance and is taken into account as the respondents' main motivation.

Both surveys displayed a notable number of references of intrinsic motivation where advanced learners mentioned wanting to be well competent to fulfill their inner satisfaction, such as being competent, wanting to sound native, feel integrated into language's culture, or being motivated by one's self. Even though this notion was prevalent among the whole research, there was a slight difference among the groups. NEM learners were associated more with intrinsic motivation whilst EM were motivated more externally. These external motivators included needing an advanced level of English for future job purposes, their university studies or teachers and peers.

Next, the category of English's "usefulness" was a frequent topic in the interviews, while it was only marginally mentioned in the questionnaires. Questionnaire respondents mainly agreed that they think English is useful and rarely mentioned it in the open questions pertaining to their motivation by themselves. However, in the interviews the utility and potential future convenience of acquiring English at an advanced level was a significant category. In a certain way, all respondents mentioned realizing that they will need English in their future environment and its prevalence in today's world.

On the other hand, the questionnaires provided significantly higher results than the interviews in the category of "approval". Among the interview respondents, only

Tereza H. mentioned getting approval from her teacher as her primary motivation, whereas the rest did not mention it at all. However, in the questionnaires, EM respondents had notably contrary attitudes to this category than NEM. The majority of EM respondents indicated that getting approval from their teachers or peers is important to them, whereas the majority of NEM respondents felt neutral about this motivator. Another factor, that was prevalent in the questionnaires but not in the interviews, was "praise" or "success".

⇒ <u>Research question n. 3:</u> *What is preventing the learners from moving forward?*

The data pertaining to demotivation and limitations were mainly subjective and inconclusive in nature. Both the questionnaires and interviews did not show any significant factor that would be deemed as generally demotivating for advanced learners, therefore, only noteworthy results are reported. A surprising notion that emerged in the study and was seen as limiting by advanced learners was the lack of access to improving resources. Learners reported not having the possibility to ascertain communication with native speakers, being unable to set language goals and feel motivated to achieve them, and even having to lower their language level as a result of communicating with lower-level learners.

As was the case with motivation, NEM respondents were inclined to be demotivated intrinsically. Both in the interviews and in the questionnaires they reported categories of having low confidence, comparing themselves to others, or being punished for mistakes and subsequently losing confidence as demotivating. Both "lack of time" and "lack of focus" were frequently mentioned in the questionnaires, yet they were mentioned only marginally in the interviews. Overall, the respondents' demotivation was closely related to their motivators, as they repeatedly referred back to them.

⇒ Research question n. 4: *What resources, ways, or tools they utilize to make*

further progress?

A theme that was frequent throughout the research was the learners' preference for convenience and autonomy. Advanced learners opt for language resources that are omnipresent and easily accessible, such as finding authentic language through audiovisual media or being surrounded with people who motivate them or improve their language.

Systematic and conscious studying was more frequent in the interviews, learners described looking up unknown vocabulary, or being aware of their weak aspects and purposefully searching for topics, or fields that may improve them. The respondents also seemed more focused on seeking English in a practical environment and exploiting it. On the other hand, systematic observations and reflections on the respondents' language when produced were brought out in the questionnaires. Respondents described paying attention to their production and subsequently trying to alleviate their mistakes. However, the research showed a surprising lack of desire to improve using apparent enhancing tools, such as language courses or textbooks.

⇒ Research question n. 5.: *Is there any difference between advanced learners who*

are university students of English majors (EM) and those who are not (NEM)?

At the beginning of the research, there was no set hypothesis for the relation between EM and NEM learners. A higher level of data was expected for EM respondents for any attitudes regarding English studies, or for external school or teacher factors that might affect their attitude. It was also presumed that most likely EM respondents will want to have their future employment in the field of English and therefore, the surveys were adjusted to these characteristics. Subsequently, these assumptions proved to be true in the research.

Overall, the survey had similar data for both groups. However, after the first part of the research was conducted, an interesting phenomenon appeared. The EM respondents exhibited higher data, therefore stronger attitudes, towards their peers: they noted that their peers' success motivates them, and they want to be approved by them. This phenomenon did not appear only with motivation - respondents also expressed feeling demotivated when being compared to their peers. Statistical tests were used to test these variables, which confirmed the motivational hypothesis, yet for the demotivation turned out insignificant. In the interviews, the peers phenomenon was less frequent, peers were mentioned as the most motivating force for only one EM respondent, for the second EM respondent, peers were only marginal motivator. Since the peers being demotivational factor was not mentioned in any of the interviews, the interviews tended to corroborate the statistical tests.

Moreover, the research characterized EM respondents as more ambitious than NEM and with precise set language goals they want to attain. This was evident, as EM's language self-assessment was more critical, frequent and wordy than that of NEM's. This ability to critically assess their needs and goals was also visible when asked about their motivation, where respondents usually reported bigger numbers of categories than NEM.

As was already mentioned in the second research question, the EM group was also more tied to external motivation, therefore wanting to improve because of their own promotion, future application, or because of the environment in which they exist. The NEM proved to be motivated more by themselves or by intrinsic goals they want to achieve.

7　Summary of the findings and teacher suggestions

Overall, the study came to the conclusion that advanced learners aim at improving their language competence. Respondents exhibit the wish to either maintain their level of English or improve their weak aspects. Further, they listed numerous strategies they employ to make further progress, yet still, they report that making progress is difficult and that this fact is even more challenging by the fact that there seems to be a lack of resources appropriate for their level, and that they lack communication with native speakers. Learners view this as a constraint that forces them to improve autonomously exploiting English's omnipresence and surrounding themselves with English as a sort of last resort. Yet this learning is mostly of a passive nature with rather limited space for improvement. This results in a sort of vicious circle, as learners exploit a lot of passive input, they see very little progress and often end up being too dissatisfied or demotivated to take some more active measures, such as finding a teacher, or a native speaker.

Further, the results provided an interesting observation, where it almost appears that advanced learners forgot about teachers and their roles in L2 learning. There was no significance found related to teachers that would show if advanced learners perceive them as either motivating or demotivating in the study. It seems, that advanced learners resort to not seeing the purpose of a teacher at their level, and even at an academic institution, the teacher is not learners' main motivation for improvement. This means that learners must fall back on themselves, and their inner selves to keep them motivated and help them resolve any struggles they may have with the language, or with any set of skills that may be needed when being at a high level of proficiency. Yet, a lot of respondents reported a lack of will or a lack of time which prevents them from taking the time for themselves and focusing on their second language. Is this not exactly the

place where the teacher comes in and helps? One can argue that this autonomous approach may be sufficient for at least some maintenance of the level, yet what about learners, who want to consciously improve, and resort only to themselves?

As was established by Seligman 2018, in order to improve, all positive attitudes and feelings should be fostered and increased. Dörnyei & Csizér corroborate this idea in their commandments for motivating learners, and they suggest that it is teachers who should increase learners' positive attitudes and feelings towards L2, their expectancy of success, their goal-orientedness, and any intrinsic/integrative/instrumental value they may have toward the L2 (Dörnyei and Csizér 1998). Without any guidance which can provide advice or keep the learner away from incorrect negative perceptions of oneself, fostering positive attitudes may be difficult. Can a motivated learner, albeit advanced, have this positive input and replace the role of the teacher for himself? And what is, in fact, the role of teachers of advanced learners?

To discuss such questions, appropriate literature was first consulted. This included teacher's handbooks and methodologies on motivating learners (Cummins a Davison 2007; Harmer 2007; Petty 2009), research articles on motivational strategies and motivation in practice (Dörnyei a Muir 2019; Lamb et al. 2019; S. Gross et al. 2020), and Dörnyei's Taxonomy of Motivational Strategies (Dörnyei a Csizér 1998; Lamb et al. 2019). The findings are then compared with the study's conclusion, and measures and methods deemed relevant and appropriate are described. Many of the consulted findings apply to learners across the levels, including those of advanced, and go with the simple pedagogical background necessary for being a good teacher, such as "make the classes interesting" or "enhance their goal-orientedness", or "present the tasks properly". These are omitted from the suggestions as the thesis mainly presents the implications of its research.

Teacher's role

As was suggested above, the results presented in this study show that advanced learners may not perceive teachers in their language journey as a necessary tool for making further linguistic progress. This may be linked to advanced learners potentially perceiving teachers only as information or grammar "providers" as this is exactly what the research showed that they do not need or want. The most significant motivational categories in the research questionnaires referred to the desire to sound native, or the desire to comprehend or communicate, motivational categories which referred to linguistic or grammatical properties of English were very low in numbers. This reveals that advanced learners mostly want to exploit the potential utility and communicativeness of English, they still see English more as a useful language than a grammatically complex and hard-to-learn language that encourages them to discover all its grammatical potential. Therefore, as advanced learners encounter language struggles in communication rarely, they realize that what they know is enough for what they need, and they do not see the point of a teacher.

The teacher must realize that teaching an advanced learner is no longer just about presenting the grammatical and linguistic properties of the language. To prove to be a good teacher of advanced learners, the teacher must go well beyond providing only information; he must get to know his students, understand their goals, needs, and even psychological characteristics, see what learners are missing and what more he can give them and be the mentor and support they need. Even though this role may be suggested to teachers across all levels, the research revealed that it is the high level of proficiency where the teacher's possible impact is even more apparent and must be explored well into its depths. The following paragraphs will give suggestions that may provide help for teachers of advanced learners and practical implications which arise from the

research which give teachers more insight on how to pass on to advanced learners what they need.

Give learners something more.

It appears that to be a good teacher that advanced learners want he should be more than just an "information provider" and he should give them something more than "just" language. That is of course difficult for the teacher as his learners are highly proficient and most likely already know basic learning strategies, utilize most native resources, or are adults who prefer a certain style or way of teaching, yet it is not impossible.

For example, learners have reported they lack resources or communication with native speakers – teachers can be a great source for both these factors. Ideally, a teacher should have a near-native-like proficiency to be able to communicate with the learner or be a native speaker. If that is not possible, he might try to help find a native speaker for the learner. Further, there are resources that evidently advanced learners cannot access or think are nonexistent. Teachers should provide them with resources suitable to their level and show them ways through which they can access them on their own, such as newspapers, books, movies, or board games that are culturally specific and can help the learner gain advanced knowledge about the L2 community. Advanced learners, the same as any other level learners, mostly want the language for communication through which they can experience cultural integration. Native-like ways of teaching or native resources (not resources primarily for L2 teaching) can be a great help for students with integrative motivation.

 As was discussed above, the teacher's role is to help learners achieve their goals and foster any positive value and attitude they may have towards the L2 community (Dörnyei a Csizér 1998; Harmer 2007). Again, with advanced learners, teachers should

be able to provide this positive input and guidance even outside of classroom. In the research, mainly EM advanced learners reported low confidence, comparing themselves with others, or not having the mindset to consciously dedicate time to English. These factors go beyond any language capabilities or competences, therefore, it is up to the teacher to be able to help the learner with confidence, language anxiety, or any non-language-related struggles which may limit the learner. It may be said that providing this psychological guidance is something that is not in the teacher's expertise, yet teaching advanced learners is more about the way of thinking about the language and the personality one becomes through the language rather than the language itself.

Promote learner autonomy.

One of Dörnyei's commandments for motivating language learners includes *Promote learner autonomy* (Dörnyei and Csizér 1998). Even though, it has been established that advanced learners are already fairly good at being autonomous learners as they see it as their only option, it is still something that the teachers can develop to a greater extent. Similarlarly to the previous suggestion, the idea is that teachers give learners something more, something they cannot access on their own. There are strategies that teachers can give to advanced learners that can help them be more efficient, motivated, or active when learning on their own. For example, by introducing new possible ways of learning; teachers should be aware of new approaches or learning practices and even experiment with learners to help them determine what works best for them. Further, teachers can help learners how to be constructively critical, how to observe their language, or how to reflect on their language that is not destructive and demotivating to themselves.

Advanced learners also reported a lack of will as being limiting to improvement. This suggests that learners may not be able to be motivated on their own. Teachers

should provide them with self-motivating strategies (Dörnyei a Csizér 1998), which can help them make further progress more independently, or factors that can encourage them to learn autonomously, such as showing language aspects that may need improvement or introducing new external variables (e.g. getting a certificate, attending a course, living abroad). Further, advanced learners reported a lack of time or having another priority as limiting them to make further progress in their L2. Teachers can again help alleviate these limitations by showing learners ways they can be more productive and efficient, or ways through which one can improve, yet are not that time-demanding and are "autonomous-friendly".

Keep learners challenged.

The interview results showed an interesting notion of advanced learners's lack of goals. Respondents reported that it is hard for them to see some obstacles in their language journey at this level, and even though they know they have weak aspects, it is hard for them to set a goal for improvement as their weak aspects are not limiting to their language usage in any way. In other words, the knowledge they have is more than sufficient for what they need in their "English bubble", such as watching movies, reading English articles, listening to podcasts, or small amounts of communication, and therefore, they may not necessarily see the reason for improvement.

This suggests that it is up to the teacher to keep them engaged and motivated by providing them with challenging tasks. If advanced learners see that they may not in fact know "everything", it may motivate them to learn more and to achieve tasks that are a bit further from their usual application of English. Moreover, giving learners challenging tasks may help with another important implication of the research: advanced learners are improving mainly in a passive nature. As was established, advanced learners feel that they improve (or at least maintain) their language by

surrounding themselves with English, watching movies, and listening to podcasts. Subsequently, this keeps them ensured that their competences are enough as they are not engaging in any active and immediate usage of English. If learners are introduced to new, practical, but challenging tasks, where they can use their language more actively (e.g. activating methods, useful incorporation of high-level grammar, experimenting with learning techniques), it may give them the will, engagement, and motivation to make further progress.

Make it useful.

Both surveys displayed a notable number of references of intrinsic motivation – advanced learners mentioned wanting to be well competent to fulfill their inner satisfaction, either being competent, wanting to sound native, feel integrated into the language's culture, or being motivated by themselves. This shows that learners mainly want to feel that what they are doing is useful to them, and they are motivated by the potential usefulness of the language not necessarily by some concrete external factors (e.g. exam, a certificate). Teachers can exploit this fact by either incorporating or basing their teaching practice on improvement of practical skills (i.e. communication and comprehension in real-life situations) or content-based teaching methods with authentic materials (Dörnyei a Csizér 1998; Gross 2020).

Learners must see the potential future convenience of their almost "native-like" level, therefore teachers should make the use of native-like resources as their teaching materials or use materials that will be relevant to the L2 culture and community, so learners can see the practical advantages of their advancedness. For example, media and digital technologies can be of enormous help in this area. Further, teachers should make learners use their language up to its full potential so learners may see that their high-level proficiency is of use and perhaps find that there is still space for improvement.

Overall, the learners feel motivated to improve, yet there are difficulties on the way. They are either dissatisfied as they think there are not enough resources and space where they can exploit their advancedness, or they are limited by a lack of time, will, or goals. Subsequently, they are too demotivated to consciously look for any active resources which would enhance their improvement. The thesis suggests that there are ways in which teachers can help resolve this and offers suggestions that give advice to teachers of advanced learners.

The thesis offers numerous implications which arise from its research. Of course, practical research employing the suggestions above to empirically measure any effects or results may be proposed. In fact, a practical look at teaching experience with advanced learners from the view of L2 motivation could be explored. As was shown by the chapter on contemporary theories on L2 motivation, there seems to be a great variety of fields that can be linked to L2 motivation. The link between advanced learners and positive psychology as to its learning practices and motivational strategies could be further explored, again measured to discover methods and ways for learning that focus more on the well-being and feelings of the learner.

Further, the research showed an important notion between peers and confidence and EM respondents. This could be explored to a greater extent together with the exploration of EM surroundings and environment. How does it affect their learning journey? How can EM relationship with peers be exploited to a better outcome? What may be demotivating about EM environment? The thesis revealed numerous trends and patterns which provided a better insight into advanced learners and their attitudes. However, there are still a great number of questions left unanswered as the thesis touched upon only a small number of potential research areas. The thesis hopes to bring

closer and help teachers of advanced learners on their journey for improvement and for a better teaching experience.

8 Limitations

The study has its limitations. Firstly, all respondents self-assessed their levels of English with limited possibilities to check their truthfulness. Therefore, even though the study attempted to avoid potential biases, the results might not actually reflect only the target group. Secondly, interview analysis is always based on the researcher's subjective interpretation. This was attempted to alleviate by including many prompts and clarification questions, yet some errors could have arisen. Thirdly, the questionnaire included a larger number of categories than was the possibility to include in the interviews. Therefore, for the comparison of both attitudes, not every motivational factor may be contrasted.

Resumé

Diplomová práce se zabývá motivací velmi pokročilých studentů angličtiny. Jejím cílem je zjistit, zda se velmi pokročilí žáci cítí dostatečně motivovaní na pokračování ve studiu angličtiny, co je jejich motivace a demotivace, jaké využívají zdroje a pomůcky k pokroku a zda existují rozdíly mezi velmi pokročilými uživateli, kteří angličtinu studují na univerzitě jako hlavní obor a mezi uživateli, kteří nemají v angličtině akademické cíle. Práce je rozdělena do pěti částí: teoretická, metodická, výzkumná, část prezentující výsledky a část závěrečná. Tyto části jsou rozložené do celkem 7 kapitol, které jsou dále rozděleny do podkapitol.

První část práce je teoretická. Úvod shrnuje problematiku práce, zjištěné nedostatky v současném výzkumu a pokládá otázky, které si klade za cíl odpovědět: Jak lze definovat velmi pokročilého studenta? Chtějí se velmi pokročilí studenti zlepšovat ve svém jazyce? Jaká je jejich motivace a lze jí změřit? Jakou roli v jejich motivaci může hrát učitel? Kapitola se též zaobírá otázkou rozdílu mezi studenty, kteří jsou studenty anglických oborů na univerzitách a velmi pokročilých studentů, kteří nestudují akademické obory v angličtině, nicméně jejich jazyk je podobné úrovni.

Druhá kapitola představuje definování jazyka velmi pokročilých studentů. Nejprve se kapitola věnuje popisu jazyka velmi pokročilých angličtinářů z pohledu deskriptorů a modelů, dále pak z pohledu jazykových kvalit, které počítají s variací mezi studenty. Zde práce představuje problematiku definování tzv. „pokročilosti" a popisuje různé způsoby pohledu na věc.

V druhé části druhé kapitoly práce seznamuje čtenáře s individuálními variacemi a faktory, které jsou stěžejní i pro velmi pokročilé uživatele angličtiny: věk, jazyková způsobilost a motivace. Tato kapitola též ukazuje první představení s motivací u velmi pokročilých studentů a ukazuje dopad, jaký motivace může mít na úspěch a docílení

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vysoké pokročilosti u studentů. Oddíl též poukazuje na nedostatek výzkumu týkající se podpory motivace velmi pokročilých studentů.

Následující kapitola se poté zabývá motivačními teoriemi, které jsou ve výuce druhého jazyka považovány za tradiční. Kapitola popisuje modely Roberta Gardnera, Sebedeterminační teorie, Dörnyeiho motivační systém a rámec PERMA z pozitivní psychologie a ukazuje na nich možné vysvětlení na otázku co motivuje studenty učit se druhý jazyk. Dále ukazuje další možné faktory, které mohou ovlivnit motivaci studenta či pomoci k jeho učebnímu úspěchu nebo celkové duševní pohodě, jako například vztahy, empatie či pozitivní emoce.

Druhá část práce je výzkumná. Kapitola čtvrtá popisuje zvolenou metodu a předkládá výzkumné otázky a hypotézy. Pro výzkum bylo využit metod kvantitativních i kvalitativních. Sběr kvantitativních dat probíhal formou anonymního online dotazníku, ve kterém odpovědělo celkem 77 validních respondentů. Kvalitativní data byla získána prostřednictvím čtyř rozhovorů, které byly rovnoměrně rozděleny mezi skupiny respondentů (EM a NEM). Po představení zvolených metod a jejich průběhu, práce popisuje analýzu dat.

Kvantitativná data byla kódována a byly vytvořeny tematické kategorie na základě odpovědí účastníků. Pro kódování a statistické testy byly využity programy Excel a SPSS. Pro kódování rozhovorů byl využit program NVivo. Následně byly porovnány respondenti studující na vysoké škole anglický obor, a respondenti, kteří mají pouze vysokou úroveň jazyka. Statisticky Mann Whitney U test byl proveden k vyvrácení nebo podpoření hypotéz, které byly vytvořeny na základě analýzy. Kapitola pátá pak popisuje a shrnuje výsledky z provedeného výzkumu. Kapitola je rozčleněna na základě tematických kategorií a výzkumných otázek. Toto dělení je stejné u analýzy dotazníků a

u analýzy rozhovorů pro usnadnění konečného porovnávání a shrnutí. Dále jsou přiloženy grafy, které shrnují signifikanci výsledků každé tematické kategorie.

První část dotazníků byla cílena na představení a charakteristiku respondenta. Validita respondentů byla zkontrolována otázkou na jejich úroveň jazyka a jejich reliabilita byla ošetřena kvantifikační otázkou, jak moc přicházejí do styku s angličtinou. První sekce dotazníku také cílila na zodpovězení první výzkumné otázky, zda se velmi pokročilí respondenti chtějí zlepšit ve svém jazyce. Dotazník ukázal, že většina respondentů cítí, že má ve svém jazyce slabé stránky, které chce vylepšit, nebo, že si alespoň chtějí udržet úroveň, kterou momentálně mají.

Druhá část dotazníku cílila na zjištění motivačních faktorů respondentů. Tato část vycházela z tradičních motivačních teorií, které byly představeny v teoretické části práce. Výsledky ukázaly, že velmi pokročilí studenti se cítí být motivovaní hlavně vnitřně, přáním znít jako rodilí mluvčí, či komunikovat a rozumět jazyku. Zde se lišily EM respondenti, kteří prokázali spíše externí motivační faktory. Třetí část dotazníku pak byla zaměřena demotivační či limitující faktory respondentů, kde nebyl prokázán faktor, který by byl jednotný či signifikantní.

Čtvrtá část dotazníku pak cílila na zdroje a způsoby, které velmi pokročilí studenti používají k tomu, aby se zlepšovali v angličtině. Respondenti se především snaží obklopit všudy přítomnou angličtinou, kde nejpočetnější kategorie zahrnovaly nejen využívání audiovizuálních médií a čtení anglických článků. Dotazník zahrnoval i otevřené otázky, kam mohli respondenti dopsat motivační nebo demotivační faktory.

Rozhovory byly koncipovány na stejném kategorickém základu nicméně byly zaměřeny více obecně. Z důvodu nemožnosti zjistit respondentův názor na každý motivační faktor, byl dán největší důraz na motivační nebo demotivační faktory, které

respondent zmínil jako první. V případě nejasností byl respondent vyzván k objasnění či doptán.

Kapitola šestá porovnává a shrnuje výsledky z obou výzkumných metod. První výzkumná otázka se ptala, zda se velmi pokročilí studenti cítí dostatečně motivovaní nebo se chtějí v angličtině dále zlepšovat. Dotazníky i rozhovory ukázaly, že velmi pokročilí studenti jsou si vědomi slabých stránek ve svém jazyce a chtějí je zlepšit. Rozhovory nicméně ukázaly větší touhu velmi pokročilých studentů po aktivním udržení si nabyté úrovně. Druhá výzkumná otázka cílila na motivační faktory respondentů a jazykové cíle, kterých chtějí dosáhnout. Výsledky dotazníků poukázaly na četný seznam faktorů, které respondenti považují za motivační. Rozhovory poté doplnily významnost určitých faktorů konkrétním doptáváním se a zjišťováním přímých postojů. Práce tyto faktory tematicky seskupila a seřadila dle významnosti.

Obě výzkumné metody naznačují, že velmi pokročilí studenti jsou především motivovaní vnitřně – sami sebou. Dalším významným faktorem pro další jazykový posun byla pro respondenty užitečnost a všudy přítomná potřeba angličtiny. Tento fakt byl více zřejmý v rozhovorech. Signifikantní kategorii tvořila v dotaznících touha po uznání od spolužáků, lidí v okolích nebo učitelích. V rozhovorech se tento faktor objevil pouze okrajově. Třetí výzkumná otázka se zabývala limity a demotivací studentů ve vztahu budoucího pokroku v angličtině. V obou výzkumných metodách nebyl nalezen převládající demotivační faktor, který by mohl být vztáhnut na velmi pokročilé studenty. Výzkum nicméně ukázal zajímavý limitující fenomén, který se objevil jak v dotaznících, tak v rozhovorech a naznačil, že velmi pokročilí studenti mají pocit, že jsou limitování nedostatkem materiálů a zdrojů, které by jim umožnili pokrok např. komunikace s rodilými mluvčími, nebo příležitosti, kde by svůj velmi pokročilý jazyk

využili. Studenti tak musí často komunikovat s uživateli angličtiny s nižší úrovní nebo stagnují na jednom místě.

Čtvrtá výzkumná otázka byla zaměřena na možnosti, způsoby či nástroje, které velmi pokročilí studenti využívají k jejich pokroku. Zde byly často se objevujícím tématy samostatnost a pohodlí studentů. Výzkum ukázal, že si studenti vybírají anglické prostředky, které jsou všudypřítomné a jednoduše přístupné, jakožto audiovizuální media nebo obklopení se lidmi, kteří jsou motivující. V rozhovorech respondenti zmínili hlavně systematické a vědomé učení se např. vyhledávání slovíček nebo cílené vyhledávání témat, které mohou zlepšit jejich slabé stránky.

Předmětem páté výzkumné otázky bylo porovnání výsledků EM a NEM respondentů a zjištění rozdílů mezi těmito dvěma skupinami velmi pokročilých uživatelů angličtiny. Výzkum ukázal, že na EM skupinu respondentů je více ovlivněna kolektivem a spolužáky – jak motivačně, tak demotivačně. Úspěch spolužáků EM motivuje a chtějí od nich cítit uznání, naopak se cítí demotivovaní, když jsou s nimi porovnáváni. Statistické testy a rozhovory potvrdili hlavně motivační vliv spolužáků na EM respondenty. Dále se EM respondenti ukázali jako více ambiciózní uživatelé angličtiny s přesnými jazykovými cíli, kterých chtějí dosáhnout. EM respondenti byli též motivováni více externě než NEM. Mezi jejich hlavní motivátory se řadilo povýšení, budoucímu využití nebo prostředí, ve kterém se vyskytují. NEM byli motivováni i demotivováni hlavně vnitřně např. vlivem sebevědomí nebo porovnáváním se s ostatními.

Celkově práce ukázala, že velmi pokročilí studenti se cítí dostatečně motivovaní na zlepšení svého jazyka nebo udržení si své úrovně. Nicméně je pro ně těžké vidět posun, jelikož si myslí, že nemají zdroje a možnosti, jak se dále zlepšovat, nebo kdy by svoji angličtinu mohli využít naplno. To je následně limituje a demotivuje, a tak

nevyhledávají cílené nebo aktivní způsoby, jak se zlepšit. Studenti raději využívají lehce dostupné věci a možnosti, ale pouze pasivním způsobem. I pro to je pro ně těžké vidět důvod nebo prostor pro zlepšení. Sedmá kapitola tato zjištění rozvíjí a nabízí způsoby, jak může učitel pomoci velmi pokročilým studentům. Výzkum také ukázal, že studenti učitelé nevyhledávají a myslí si, že učitele nepotřebují. Sedmá kapitola ukazuje, že učitel může velmi pokročilým studentům pomoci i způsoby, které si studenti neuvědomují spolu s možnými důsledky a dopady této práce. Osmá kapitola pak vypisuje limity tohoto výzkumu.

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List of figures and tables:

List of abbreviations:

EM	ENGLISH MAJOR RESPONDENTS
NEM	NON-ENGLISH MAJOR RESPONDENTS
SLA	SECOND LANGUAGE ACQUISITION
AO	AGE OF ONSET
L2	SECOND LANGUAGE
SP	SENSITIVE PERIOD

Appendix

Proficiency Levels

Table 6: CEFR Proficiency Levels: Global Scale

Proficient user	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Table 7: CEFR Proficiency Levels: Self-assessment grid

		C1	C2
Understanding	Listening	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken Interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and

		flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	Writing	I can express myself in clear, well structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Table 8: ALTE description of proficient levels

	ALTE Level 4	ALTE Level 5
Listening/Speaking	CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	CAN advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.
Reading	CAN read quickly enough to cope with an academic course, to read the media for	CAN understand documents, correspondence and reports, including the finer points of

	information or to understand non-standard correspondence.	complex texts.
Writing	CAN prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.	CAN write letters on any subject and full notes of meetings or seminars with good expression and accuracy.