

**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.