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MOTIVATION OF ADULTS IN ELT

DIPLOMA THESIS

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Declaration:

Hereby I declare that I have written this diploma thesis, titled „*Motivation of Adults in ELT*", by myself and that all the sources of information used are listed in the enclosed works cited.

Prague, December 6th 2011   ……………………………

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Acknowledgements

Abstract

This thesis calls attention to non-formal English language teaching to adults. It deals with the motivational aspects of language teaching and how the motivational structure and attitudes towards the English language are viewed by teachers and their students. The aim of this work is to explore to what extent teachers are motivation-sensitive in one-to-one language corporate courses and which motivational strategies they use in their lessons. The theoretical part of the thesis deals with the background of adult language teaching and the practical part consists of a questionnaire survey research and lesson observations.

Key words

adult learner, language learning, English language teaching, motivation, motivational structure, motivational strategies, one-to-one course

Abstrakt

Tato práce se zabývá neformální výukou anglického jazyka dospělých. Pojednává o motivačních prvcích v jazykovém vzdělávání a jak je na motivační strukturu ve výuce anglického jazyka nahlíženo učiteli a jejich studenty. Cílem práce bylo prozkoumat motivační citlivost učitelů v tzv. one-to-one jazykových firemních kurzech a jaké motivační strategie v těchto kurzech učitelé využívají. Teoretická část této práce se zabývá pozadím tématiky vzdělávání dospělých a praktická čast práce se skládá ze dvou částí – dotazníkového šetření a pozorování výuky.

Klíčová slova

dospělý žák, jazykové vzdělávání, výuka anglického jazyka, motivace, motivační struktura, motivační strategie, one-to-one kurz

CONTENTS

Introduction

Having been involved in teaching English full-time for several years at a private language school in Příbram, I have been often confronted with the fact that motivation of adult students is extremely complex and of great significance in foreign language teaching.

Nowadays, English plays a key role in human lives as it has become a lingua franca of international business, science, technology, transport and tourism. Therefore, it is one of the inevitable parts of general education for almost everyone. Not only we need English in our professional lives when dealing with business partners, colleagues, studying relevant work materials or increasing our employability, but also in our personal lives. As travelling abroad has become a natural part of our everyday lives, at least the fundamental knowledge of English is required when getting to know people from other cultures or coping with unexpected situations.

Travel is said to broaden the mind and so does, in my opinion, the knowledge of a foreign language. It provides an insight into a different way of thinking, helps us fight prejudice and develop tolerance as well as appreciate and understand our own language and culture in a wider context. Undoubtedly, learning a foreign language is also viewed as an effective remedy against ageing, an enhancement of personal development or simply a popular pastime activity. Language literacy is broadly supported in all age groups and is included in lifelong learning programmes.

As any reflective teacher I have often confronted myself with various questions concerning my teaching, for instance, how to make teaching English more effective, what the key factors which have a strong effect on success or failure of learners are, why some learners are successful and others not and most of all how I can influence it? What is my students' attitude towards English as a subject? Do I really understand their reasons for studying English?

I believe that looking at motivation from both, adult learner's and teacher's perspective not only can be generally enriching for language teaching but also it can be considered a valuable self-diagnostic tool for English language teachers. Understanding the role of motivational factors in adult education is of importance of anyone who is involved in lifelong learning.

Setting the framework

The thesis deals with the psychological aspects of teaching English to adult learners, particularly, with the aspect of motivation. Its main aim is exploring to what extent teachers are psychologically sensitive and understand the motivational structure of the learners they teach and how their students perceive English as a subject. I primarily focus on non-formal language education in corporate one-to-one courses which are provided by private language agencies and schools. Special attention is paid to the implications which the knowledge of the students' needs and motivation holds for language teaching, the self-diagnostic aspect for teachers and how it may influence the use of motivational strategies in the language classroom

In order to understand the motivational structure of learners in ELT and to provide the teacher the opportunity to reflect back on his/her teaching by comparison with the perception of his/her learners I conducted a questionnaire survey using the methods of educational psychology. The results of the survey will be presented in the research part of the thesis as well as the lesson observation. The theoretical part then deals with the terminological apparatus and the background of adult education and motivational aspects involved in language teaching and learning.

THEORETICAL PART

1. Reasons for second language learning

Reasons why we learn foreign languages vary. Moreover, learners mainly commit themselves to studying languages in their own time for a mixture of various reasons. Jeremy Harmer (1995) identifies the most common reasons in his *Practice of English Language Teaching* as followings:

- Language learning is a part of formal compulsory education. Students learn it because the subject is on the school curriculum.

- Studying English or another foreign language offers them a chance for advancement in their professional lives. By mastering a language they increase their employability or they may strive for a better position.

- Living in a target language community either temporarily or permanently. The knowledge of language is required to survive in that community.

- There are specific reasons for learning a language. English for Specific Purposes (ESP) refers to the use of English in particular areas of human activities e.g. traffic – air traffic controllers need the language to guide the aircraft, education – university studies abroad when students need to function in seminars or write essays in the target language, which is known as English for Academic Purposes (EAP), international trade and business, services – the use of English for Occupational Purposes (EOP) for instance when negotiating with business partners, in business correspondence, serving a customer, and finally scientific disciplines – scientists need to be able to share expert information, co-operate in research or read articles - such use of the language is often referred to as English for Science and Technology (EST).

- Having a good command of a foreign language may also serve as a means through which we get to know more about the people who speak it and their culture.

- There are miscellaneous other reasons for learning a language – for fun, tourism, shared activity with friends….
(Harmer, 1995: 1-2)

The one aspect the above mentioned reasons have in common is the fact that language is simply used as a means of communication, to convey ideas, express opinions, obtain information or to share our emotions, understand each other. Language is fundamental to human beings but a concise, accurate definition of language is difficult to find. Shorter Oxford English Dictionary (2007) defines language as "the whole body of words and of methods of combining them used by a nation, people or race". However, a simple definition cannot capture the complexities involved in using a language (Smith, 2001). A foreign language is considered to be any language other than the learner's mother tongue.

We all live at the age of globalization and modern technology has enhanced the way we communicate. Suddenly, the distance between the people involved in communication is not seen as an obstacle and the emphasis is laid on the language of communication. As a matter of fact, globalization has increased the demand for adult language education and with international companies entering Czech financial and economic market the knowledge of languages and information technology has become a typical requirement of the labour market. There is a mounting need to supplement adult knowledge of foreign languages and corporate language education is widely supported by the employers despite the economic crisis as it is considered a valuable commodity. According to the survey "Europeans and Languages" conducted in 2006, 59% of Europeans learn a foreign language because they use it at work (32%) or they intend to work abroad (27%). The benefits of knowing foreign languages are unquestionable. (Europeans and their Languages, 2006).

The cultural and social demands on the second language command are evident everywhere around us. The influence of modern media on the communication and relationships is indisputable and the most common language of electronic communication is English. The Internet enables us to get in touch and get to know people from other cultures without having to leave our homes. The knowledge of a foreign language allows us to communicate with people from all over the world as well as to experience literary, film or theatre works in their original versions and not only to listen but also to understand to the lyrics of our favourite song. In a nutshell, the strongest reason for studying foreign languages is the practical benefit the users gain.

2. Adults

2.1. Characteristics

Considering the fact I frequently refer to an adult learner throughout this work I would like to provide some information about adulthood and adults. An adult or adulthood can be viewed from various points and a wide range of concepts is invoked when we use these terms. As Rogers suggests "the word can refer to a stage in the life cycle: each individual is first a child, then a youth, then an adult. It can refer to status, an acceptance by society that the person concerned has completed their novitiate and are incorporated more fully into the community. It can refer to a social subset: adults as distinct from children. Or it can include a set of ideals and values: adulthood" (Rogers, 2007: 39).

In general, adulthood is characterized by a terminated development in three major areas:

- Physical (physical maturation, all organs are fully developed, constant body height, complete ossification of skeleton)
- Psychological (utterly developed personality, stabilization of character)

- Social (completion of the process of enculturation, acceptance of social roles, life responsibility) (Hartl and Hartlová, 2000).

In addition, a term maturity is repeatedly mentioned in relation to adulthood. However, maturity does not equal to adulthood. It rather refers to the attainment of a certain level of physical, psychological and social qualities of a person and is individual.

To sum up, we can identify some characteristics, cultural expectations "about who claim and who are recognised to be adults, though these will vary from individual to individual and from culture to culture (Rogers, 2007:41).

Rogers mentions three main features namely, maturity, in the sense of being fully grown and fully developed; then perspective, as adults are "expected to behave with a greater sense of perspectivity that will lead them to sounder judgements about themselves and about others"; and autonomy which is associated with decision-making and responsibility (Rogers, 2007:42-43)

One of the aspects seemingly clearly distinguishing adults from teenagers and children is the age. However, even this may vary within one society because of legal and social liabilities.

This can be well illustrated by approaches adopted by institutions such as UNESCO (United Nations Educational, Scientific and Cultural Organization) which is a keen worldwide supporter of lifelong learning and adult literacy (UNESCO Institute for Lifelong Learning). It works with a general definition of an adult as a person who is respected to be an adult by the society to which he/she belongs to (UNESCO). However, in their International Standard Classification of Education (ISCED) an adult is usually viewed as a person of 15 years of age and older, which reflects the end of compulsory education in many European countries. I personally feel hesitant to use the legal school-leaving age to mark the beginning of adulthood. And finally, the current Constitution of the Czech

Republic, adopted in 1992, distinguishes between passive legal adulthood from the age of 18 and active legal adulthood from the age of 21.

According to the dictionary of psychology (Hartl and Hartlová, 2000:406) A. Chickering and R. Havighurst classify adult age into six periods as follows:

1. 16-23 years – late adolescence and youth
2. 23-35 years – early adulthood
3. 35-45 years - transition into the middle-age
4. 45-57 years – mid adulthood
5. 57-65 years – late adulthood
6. 65 years and over – senior age

On the other hand, Vágnerová (2007:5) distinguishes only five periods in her classification:

1. Early adulthood 20-40 years
2. Mid adulthood 40-50 years
3. Late adulthood 50-60 years
4. Early old age 60-70 years
5. Genuine old age 75 years and over

No matter how many stages we divide the adult age in, the most important fact is that each period of the life cycle is accompanied by typical life situations, tasks and issues arising from specific needs, interests, lifestyle and social roles. The stages of adult life cycle affect adult's learning, therefore, teachers should take them into consideration when choosing suitable teaching methods, techniques and forms of education.

The following paragraphs provide an overview of the most common tasks, duties, problems and life changes in order of their appearance in adult life. I use the developmental tasks as they were described by R.J. Harvighurst.

One of the crucial moments in late youth, age 18-23, is the choice of occupation. Commencing employment goes hand in hand with an initial training and realization of the position in the labor market. At this age young adults take on new responsibilities and social roles and prepare for marriage and family life. They usually prefer a place of their own. Leaving their parents also means to learn how to run their own households and administer their free time and finances.

Later period, age 23-30, represents for most adults the time when they settle down with their spouses or life partners and start their own families. Parenthood embodies a whole new range of duties and some adults may struggle to maintain family and work balance. An emotional independence of parents and other adults is achieved. Harvighurst briefly describes this stage as "becoming an adult" (Harvighurst, 1990: 25-29).

A man or woman in his/her thirties, aged 30-40, evaluates the relationship with his/her partner which may also mean coping with a divorce. They solve problems with growing up children and often look for life values they would accept as their own. A large number of adults also evaluate their careers, take part in retraining and consider further steps in their professional life as well as take on civic responsibility and find a congenial social group.

At the age of 40 – 55 people tend to reach and maintain satisfactory performance in their occupational career and as their children become more and more independent or leave to live on their own, adults concentrate on leisure time activities. They also undergo physiological changes which they have to accept and adjust. Another issue arises with adjusting to aging parents whose health requires frequent attention and who often face loneliness as their spouses have already passed away.

Late fifties and early sixties are marked by decreasing physical strength and health. Adults make preparations for the retirement, they need to adjust to

reduced income and cope with the death of their close ones. This often leads to an expansion of outside-employment activities (Harvighurst, 1990: 25-29).

So far, adults have been dealt with from a general point of view, so let us now focus on adults as learners - second language learners.

2.2. Adults – second language learners

From the above-mentioned we can assume who adults are and that a large number of them are facing the challenge of foreign language learning due to the increased literacy demands. At the adult age, learning a foreign language is a truly demanding activity which engages the entire person – its cognitive, affective, and psychomotor domains. (Veteška, Vacínová, 2011)

Before moving further to the topic of second language learning I would like to briefly summarize the general characteristics of this target group.

Among the most significant features belong: the age, their mature personality, clear personal and professional objectives and rather stabilized system of values. Although there are some general aspects of human ageing adult's physical and mental condition varies from one individual to another. People at this age have already achieved a certain level of education, therefore, they dispose of rich personal experience which they can draw upon, and they have more critical approach to education than teenagers. They have developed specific habits and sense of responsibility, which is often related to the responsibility for family and offspring. This, alongside their varied interests, means that the time they can dedicated to further education is limited, and rather than being interested in a language itself they consider it to be a tool for achieving things for instance better work position, holidays abroad or giving a helping hand to their children with their language learning.

Adult second language learning is considerably different to the way young children acquire a foreign language as most of them are able to learn it naturally and unselfconsciously. Stephen Krashen says that adult learning a second language require "the conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them" (Krashen, 1982: 10). Nevertheless, competency in a second language does not simply depend on the ability to memorize new linguistic structures and vocabulary (Smith, 2001:4). Brown points out that adults who are highly competent in the use of their first language do not necessarily become competent second language users (Brown, 1994).

Joining an English class full of other adults may be quite stressful for some adult learners as they often doubt their language skills and feel embarrassed when using the language in front of their colleagues or even complete strangers. Therefore, it comes as no surprise that they often prefer one-to-one language courses to the group courses as they are more confident about themselves.

There are various factors which can affect the process of language learning and which seem to have a strong effect on a student's success or failure (Harmer, 1995: 3). These variables include physical, psychological and cultural factors and they are dealt with in later sections with special attention being paid to the psychological ones.

2.2.1. Forms of Adult Education

The second language education can be part of both formal and non-formal education.

The formal education is defined as schooling which occurs in traditional educational or training institutions and is officially recognized by way of certification or a qualification. Its functions, learning objectives, content -

curriculum, organizational forms and forms of evaluation are defined by legislation.

On the other hand, non-formal education takes place in the workplace or community and does not normally lead to certification or a qualification. However, it is structured in terms of learning objectives, learning time or learning support, initiated by either an individual or is a by-product of organised activities. It concentrates on acquiring skill, knowledge, gaining experience and competencies which may improve the social or occupational status of an individual. Non-formal learning is intentional and sits in between and overlaps formal and informal learning and it is increasingly recognised alongside the concept of life-long learning by the OECD (Organization of Economic Co-operation and Development), European Union and employers all around the world (Veteška, Vacínová 2011:51).

Examples of non-formal education for adults include community or non-credit adult education courses, sports or fitness programmes, professional conferences and continuing professional or personal development such as retraining programmes, language courses, IT skills courses (Veteška, Vacínová, 2011:51).

Informal education can refer to various forms of alternative education, such as: self-teaching, community-based learning or homeschooling. Typically, it takes place outside the organized educational system, it is often unsystematic and viewed as the lifelong process in which people learn from everyday experience, their social environment (Veteška and Vacínová, 2011: 52). Informal learning is learning from life e.g. play or exploring. These are situations encountered through day-to-day experiences. This type of education is often put into contrast with formal and non-formal education, however, in most cases it can be hardly separated as it occurs simultaneously.

Alan Rogers uses slightly different terminology and distinguishes between three main adult education sectors. He speaks of formal sector – courses and classes run by schools, colleges, universities and other statutory and non-

statutory agencies making up the educational system; extra-formal sector which consists of courses and classes run by formal agencies but outside the educational system, for example government departments, industrial training agencies, trade unions and commercial concerns and the third one is informal and includes educational activities engaged in by voluntary agencies and informal groups (Rogers, 2007:10).

At this point, I feel it is necessary to mention also a few words about the concept of lifelong learning as it is gaining an increasing importance and it is a broadly promoted idea which is considered to be a key towards the learning society. Lifelong learning is closely connected with formal, informal and non-formal education.

2.2.2. Lifelong Learning

Despite the prevailing public opinion, learning and education is not restricted to one stage of life but it takes place throughout all stages of human life.

Lifelong learning may be broadly defined as "learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places" (Veteška, Vacínová 2011:43-61).

More specific definition can be found in *The Strategy of Lifelong Learning in the Czech Republic*, which is an official document approved by the Czech government in 2007: "Lifelong learning constitutes a basic conceptual change in the approach to education and its organizational principles, where all the potential for learning – whether in traditional educational system or outside of it – is seen as a single interconnected unit, that facilitates diverse and numerous transitions between education and employment" (The Strategy of Lifelong Learning in the Czech Republic, 2007).

It is divided into four main stages:

1. pre-primary learning (0-5 years)
2. learning in the 6-24 age group which takes place primarily in educational institutions,

3. adult learning (25-60 age group)
4. senior learning (60+ age group)

As a matter of fact, the basic concepts of lifelong learning were formulated by international organizations (Council of Europe, UNESCO, OECD) as early as 1960's and 1970's. The current concept arose in the 1990's and it has been covered in a numerous strategic documents of European Union e.g. in October 2000 the European Commission issued the *Memorandum on lifelong learning* to initiate a debate on effective strategies for implementation of lifelong learning at an individual and institutional level and in all the spheres of public and private life (Memorandum on Lifelong Learning, 2000).

Finally in 2006, the European Parliament approved the proposal of European Commission and eight Key Competences for Lifelong Learning were set out in *European Reference Framework* as followings:

1. Communication in the mother tongue;
2. Communication in the foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Interpersonal, intercultural and social competences and civic competence;
7. Entrepreneurship; and
8. Cultural expression.

   (Recommendation of The European Parliament and of The Council, 2006)

Let us now take a closer look at how the second competence - Communication in the foreign languages - is described :

According to the definition used in the document, this competency "broadly shares the main skill dimension of communication in the mother tongue: it is based on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing) in an appropriate range of social contexts – work, home, leisure, education and training – according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions, different languages and according to their background, environment and need/interest" (Recommendation of The European Parliament and of The Council, 2006).

Despite the effort of European Union, the statistics show that a substantial share, 44%, of Europeans admit not knowing any other language than their mother tongue (Europeans and their Languages, 2006).

2.2.3. Private Teaching Sector

English is the most widespread foreign language in Europe and private teaching sector participates in increasing the knowledge of English among the adult population.

Due to the specific aspects of adult second language learning it has become popular to attend private English lessons which are often part of a corporate educational strategy. The design of private lessons is more suitable for students who have particular expectations, demands or experience difficulties of any kind for instance, health problems or time organization.

Nowadays, there are three basic types of courses commonly provided by private teaching sector in the Czech Republic.

First type is a group course where the participants engage in learning English with other adults, of various ages and of different levels of English. This kind of course ensures rich social interaction of learners. However, their motivation to study differs and so do their attitudes towards the language learning. "The group may be a great help towards achieving learning; but equally it may inhibit the sort of individually determined learning change we hope will be achieved" (Rogers, 2007:168). It is also a preferred way of corporate language education, in cases where the participants stand at the same or similar position in company hierarchy.

The so called "twin" course can be viewed as a compromise between group and one-to-one learning. There are two learners present at the lesson, of similar level of English.

When only a teacher and one learner are involved in a course we talk of one-to-one course.

As the participants of the survey, which is presented in the practical part of this thesis, all take part in one-to-one language education I would like to discuss some of the advantages and disadvantages of this type of teaching and learning.

It allows the teacher to adjust to specific student's needs and pace as well as include a job-related content in the lesson, moreover, it is easier to fit the language learning into the learner's work schedule. The learner has often more control over the aims of the course. When more time is spent on one item there is no need to restrain other students so a great amount of flexibility is offered. The personality of both plays an important role and in an ideal case many one-to-one lessons can develop into a pleasant and interesting chat which is beneficial to learner's fluency and listening skills.

However, teachers often face the task of adopting existing materials or finding suitable materials. It may be hard for them to measure student's progress. There is a certain pressure because both, the teacher and learner, are "always on" and

the classes can be physically and mentally exhausting. One of the threats to one-to-one lesson is that they may not get on. Some teachers do not know how to deal with silence that occurs and do not give students enough time to do silent study which is important in the processing of new language (Kaye, 2007).

On the other hand, the teacher does not need to worry about the problems of large groups such as mixed ability, group dynamics, early finishers, late arrival etc.

A positive aspect is that many of the tools used with a large group of students are adaptable to a one-to-one class, but the methods or aims may change. Below are some selected recommendations by Paul Kaye (2007), a teacher trainer:

First of all, it is necessary that teacher knows exactly what the learner wants from the class so it is important to discuss his needs and agree on a list of priorities and to encourage the learner to ask questions.

Then, teacher has to be flexible and ready to adapt lesson aims or materials if the learner asks him to. A learner may not be aware of which methods and techniques work well with him/her so it is recommended to try a range of them, for example songs, games, chants, pair work, jigsaw listening and reading may all be applicable - with the participation from the teacher. Also teacher should develop a range of methods for giving feedback to the learner and spend enough time working on errors.

Finally, a good relationship between the learner and teacher, establishing a rapport and showing interest in students is highly motivating and helps students to stay on the right track of language learning.

3. Conditions of Adult Language Learning

The following section concerns conditions of adult learning. Learning could be seen as a process through which behaviour changes as a result of experience (Gagné,1985: 17).

Generally, two groups of the conditions can be distinguished: external and internal. During the process of learning both, external and internal conditions, are in mutual interaction.

3.1. External Conditions of Learning

Social and cultural determinants and physical conditions are parts of the external conditions of learning. The physical conditions comprise of the physical environment including the classroom with functional furniture and equipment, optimal light and temperature as well as the absence of disturbing elements. Social background of the learner, his/her family, education, social and financial status and also the wider context of education, such as legislation, educational system and policy in a particular country or area, are significant social factors.

The professionalism and personality of the teacher, the environment and conditions he/she creates for an effective learning belong to the external conditions of learning. The result of learning process depends, among others, on the extent to which teacher's and learner's objectives are in agreement, how teacher works with curriculum and teaching materials. The knowledge of learner's needs, motivation and expectations is a base for effective transformation content of learning, choice of suitable methods and setting objectives.

It is natural that during the learning process mutual relationships and emotional bonds develop among the participants – between teacher and learners

and in case of a group course among learners themselves. Teacher's role is to prevent negative tension and ensure the positive relationships contribute to the overall pleasant atmosphere and climate of the course.

3.1.1. Teacher of Adults

Rogers suggests that "the teacher is the most important single element in setting the whole tone of the learning group and teachers will have at least four main parts to play:

- As leaders of the group, whose purpose is to keep the group together and to keep things going;
- As teacher, an agent of change;
- As a member of the group, equally subject to the pressures which the group itself exerts;
- As audience, outside the group, the person before whom the learners will perform their newly acquired learning in search of evaluation and reinforcement" (Rogers, 2007: 190).

In *Teaching Adults*, Rogers (2007) points out that "just as each of the student participants brings with them a package of experience, expectations and concerns, a self-image of being a "learner"…, so too the teacher brings their own package – and this fact needs to be recognized and acknowledged".

Prusáková describes three main competences of teacher/tutor of adults. Apart from being an expert in his/her subject, the teacher needs to be specialized in andragogy – an academic discipline focusing on education of adults. Secondly, there is social and ethic competence – e. g. he/she should have good communicative, managerial and decision-making skills. And finally, the cognitive competence which consists of the ability to search for

and process information effectively, creative approach to thinking and self-reflection (Prusáková, 2005).

3.2. Internal Conditions of Learning

As far as the internal conditions of learning are concerned, we can talk of two major groups – physical conditions and psychological conditions.

Physical determinants include the state of sensory system, health state and physical fitness and endurance. On the other hand, emotions, intelligence, memory, stress resistance, attention and affective variables such as motivation are considered as psychological conditions of learning.

A learner as well as a teacher needs to pay special attention to the learner's physical condition as it may cause difficulties during the process of learning. A common source may be a temporary disorder, illness but also a congenital defect. Although one of the most frequent causes of worsened physical condition is simply ageing. This is especially applicable to the sensory system. Senses are mutually complementary and they have an impact on remembering and recalling things from our memory. Almost 85 percent of learning is mediated through the sight. As we get older the eyesight deteriorates and the vision may become blurred or strenuous which can result in headaches or tiredness, therefore, teachers of adults need to take this into consideration and adjust lightening and didactic material. Hearing is another important mediator of learning which is affected by ageing. Teacher can make hearing easier if he/she eliminates the background noise and works with the acoustic of the classroom and voice (Hartl,1999)

The second category of internal conditions of learning are psychological determinants. As this paper deals with motivation in English language teaching (ELT) I will briefly discuss the main psychological aspects of learning and motivation itself will be treated separately in the following part of the thesis.

Cognitive skills, for instance, abstract thinking, the level of intellect skills and intelligence as the ability to learn and adapt to the environment are psychological conditions which may be affected by injuries, medical treatment, drug addiction or ageing.

Also memory – an organism's ability to store, retain, and recall information and experiences (Shorter Oxford English Dictionary, 2002) - falls into this category. It is divided into three parts: Sensory memory, Short-term memory and Long-term memory. Memory is dependent on overall psychological and physical state and environment. One of the concerns at older adult age is the experience of memory loss. Due to the ageing process memory becomes selective and often the consequences of incorrect learning habits from earlier stages of life are revealed.

Closely related to memory are neurolinguistic factors of language learning. Smith puts forward an argument that "the process of lateralisation may explain the cognitive differences underlying first language acquisition by children and adult second language learning" (Smith, 2001:4). She also mentions Lennenberg's concept of a critical age, where it is suggested that there is a biologically pre-determined period of life during which language can be acquired most easily (Smith, 2001:2). Beyond this time language becomes increasingly difficult to acquire (Brown, 1994).

The main affective variables that have been found to affect second language learning success are self-esteem, inhibition, risk-taking, anxiety, empathy and motivation. However, because of the highly subjective nature of emotions, and their effects, definitive research outcomes are difficult to establish (Brown, 1994).

Self-esteem is important when undertaking any new activity. There seem sto be a correlation between positive self-esteem and second language learning success. "Second language learning necessitates the making of mistakes, and mistakes can be threatening to one's ego. Closely connected to self-esteem is

risk-taking, the capacity to be able to make mistakes without being too restricted by concerns about how others perceive these mistakes" (Smith, 2001:5)

Smith (2001) points out that there seems to be an optimal level of anxiety which can have positive learning effects. "Just enough anxiety discourages the learner from becoming too relaxed and helps to keep them focus" (Smith, 2001:6).

4. Motivation

Motivation is often cited as the key to learning success in any field. Motivation is usually defined as "a drive directed towards meeting a need or achieving an intention, those factors that energise and direct behavioural patterns organised around a goal" (Rogers, 2007:95). It explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. However, we have to realize that it is an abstract concept and is best viewed as a broad term that covers a variety of meanings (Dörnyei, 2001) which have been looked at from various points of view.

As motivation is being also described as an impulse or need we should mention a few words about the hierarchy of needs which can be considered as one of the motivational theories. The hierarchy of needs was described by Maslow and it consists of the well-known five hierarchic classes, however, it has been expanded by Alderfer who came up with the idea of the ERG theory. He established three groups of basic needs – existence, relatedness and growth. The first group includes Maslow's physiological and safety needs; the second one includes social needs and the desire for maintaining interpersonal relationships; and the third expresses an intrinsic desire for personal development and corresponds to Maslow's esteem and self-actualization.

Different components of motivation are stated by Brown, they are e.g. the need for physical and mental activity, the need for exploration, the need to be

stimulated by other people, the need for ego enhancement or the need for change (Brown, 1994).

4.1. Contemporary Motivational Theories

This section provides a brief outline of some of the most well-known contemporary motivational theories as Dörnyei (2001) describes them.

The main motivational components of Achievement motivation theory (Atkinson and Raynor, 1974) is expectancy of success; incentive values; need for achievement and fear of failure. Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the expectancy of success, the incentive value of successful task fulfillment and need for achievement. The negative influences involve fear of failure, the incentive to avoid failure and the probability of failure. By incentive we mean a factor which motivates a particular course of action or effort.

Self-determination theory (Deci and Ryan, 1985) identifies two types of motivation – intrinsic and extrinsic. Intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a behavior as a means to an end, that is, to receiver some extrinsic reward such good grades or to avoid punishment. Teacher's role is to help increase student's intrinsic motivation. Human motives can be placed on a continuum between self-determination which represents intrinsic and controlled, extrinsic, forms of motivation. This theory focuses on the significance of intrinsic motivation as driving force of human behavior.

The theory of social learning, Social cognitive theory, was theorized by Bandura in 1986. It claims that learning is directly correlated to the observation of others, that is, experiences of others are used to construct ability.

In Attribution theory (Weiner, 1992) the main components are attributions about past successes and failures. The individual's explanations of why past successes and failures have occurred have consequences on the person's motivation to initiate future action. Success and failure are attributed to four causes which are effort, task difficulty, luck, and ability.

Another theory related to motivation is Goal orientation theory (Ames, 1992) which works with two types of goal. Mastery goals which are focusing on learning content and performance goals focusing on demonstrating the ability and getting good grades. Mastery goals are superior to performance goals in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.

According to Expectancy-value theory (Brophy, 1999) motivation to perform various tasks is the product of two key factors the individual's expectancy of success in a given task and the value the individual attaches to success on that task. The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation.

4.2 Types of motivation

Generally, motivation we talk of two main categories of motivation – extrinsic and intrinsic. The extrinsic motivation is related to external reasons for engaging in an activity. These include any kind of reward, for instance good marks or praise. Harmer suggests that there are two subtypes of this motivation related to foreign language learning: integrative, that is, when students are attracted by the culture of the target language community, and they wish to integrate themselves into the culture; and instrumental motivation which describes a situation in which students view the target language as a means of getting a better job, position or status (Harmer, 1995). The intrinsic motivation is described as willingness to

engage in an activity because it is brings satisfaction, pleasure or satisfies student's curiosity. Even though, there are other types distinguished for the purpose of this work we will adhere to the two main categories of motivation.

Although, motivation belongs among the internal conditions of learning it can be influenced by external factors such as physical conditions, method, the teacher and success (Harmer, 1995) and other variables.

4.3 Motivation in English Language Teaching (ELT)

It is highly unlikely that every single student will have the same motivation for learning the language so it means teacher needs to find out how they feel about learning English at the beginning of a course. Being aware of the fact that there opposing views on motivation I adopted the one which claims that everyone can be motivated to some extent, however, it is not likely "that everyone can be motivated to learn everything and even generally motivated students are not equally keen on every subject matter (Dörnyei, 2001).

Harmer (1995) draws attention to the motivational differences caused by two aspects – age and level, and says it is possible to make some general statements about the motivational factors for different age and different level. We will look at characteristics of adult beginners, adult intermediate and adult advanced students.

Adult beginners usually come to the classroom with a high degree of extrinsic motivation so they tend to be easy to teach. The progress is soon clearly visible as goals within the class are easy to perceive and relatively easy to achieve. However, the initial motivation may decrease fast when learner is not provided realistic support and encouragement or when unrealistic challenges are combined with a negative teacher attitude (Harmer, 1995). This is linked with a

phenomenon of false beginners who repeatedly start learning English with a great level of enthusiasm but soon drop out of the language course.

Adult intermediate students have already achieved certain level of English and often the progress is not perceived as easily as it is at the beginner level. Also they can be overwhelmed by the new complexity of language. Setting realistic goals for them to achieve and getting the level of the challenge right seem to be the key factor. They need to be shown that there is still plenty to learn and experiencing success can be highly motivating (Harmer, 1995).

As well as adult intermediate students, adult advanced students may find progress more difficult to perceive. "Much of the time they may not be learning anything 'new' but learning better how to use what they already know (Harmer, 1995). Often teachers expect too much from their advanced students and they set the goals unrealistically high. Advanced students have been involved in language learning for a long time and they have already achieved a lot which positively affects their motivation. However, their motivational structure to study is constantly undergoing some changes and this has to be reflected in teacher's choice of methods, materials and strategies.

Williams and Burden (1997) presented a detailed framework of motivational components, various internal and external factors which influence motivation in second language classes. They often match the general factors that affect learning.

Among the external factors we can find the learning environment, significant others e.g. parents, teachers and peers; and the broader context of motivation such as cultural norms or the local educational system. Internal factors consist of intrinsic interest of activity, perceived value of activity, mastery including the feelings of competence, attitudes towards the target language or language learning in general as well as developmental age, gender and affective states for instance confidence and anxiety. A detailed table can be found in Dörnyei (2001:20).

4.3.1. Motivational Strategies in ELT

Motivational strategies "are techniques that promote the individual's goal-related behaviour…and they refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (Dörnyei, 2001).

Some teachers use these strategies without being aware of it which often prevents them from systematic work on motivating students. The following section attempts to summarize some of the most common motivational strategies used in ELT as they are suggested by Dörnyei (2001).

The strategy which I consider to be among the most effective ones is simply demonstrating your own enthusiasm for English and for the course material. Is a well-known fact that enthusiasm is contagious so teachers should not be afraid to share their own personal interest in the English language with their students and show them that you value learning the language as a meaningful, satisfactory, enriching experience.

Students need to be aware of teacher taking their learning seriously which can be expressed in various ways; such as consistency in checking homework or correcting tests promptly; sending learners copies of relevant or interesting articles; offering specific assistance or showing concerns when things are not going well. When teachers believe that their students can reach high level of achievements, it is likely they will do so. However, teacher's expectations should be sufficiently high for what his/her students can achieve.

Judging from my own teaching experience, there is a quite large group of students who keep on studying English because they have a strong need for affiliation. Especially, in one-to-one classes the bond between the learner and his/her teachers often becomes tight. Developing a positive personal relationship with students is a gradual process which starts with small gestures. Recognizing student's outside the class, remembering their names, noticing interesting

features of their appearance e.g. new haircut or item of clothing belong to the most common ones. However, the teacher should go a bit further and learn something about student's life outside work/course, his/her hobbies. Students appreciate teacher's interest in them and referring back to what the student and the teacher have talked about before is a good way of showing that they care.

A pleasant and supportive atmosphere in the classroom is considered a necessity for creating the basic motivational conditions. Not only the physical environment of the classroom but most of all teacher's rapport with the student are important initial factors. A further tool to improve the classroom atmosphere is the use of humour. Teachers should encourage and bring in the humour or implement the fun factor in their lessons.

When raising student's intrinsic interest in the language learning process it is recommended to highlight and demonstrate aspects of English learning that students are likely to enjoy and to make the first encounters with English a positive experience.

Needs analyses, finding out about student's interests, hobbies and his/her previous learning experience helps the teacher relate the subject matter to the student's experiences and his background, and make the curriculum and the teaching materials relevant to him/her, personalise learning tasks.

Of course, one of the aspects clearly affecting performance is student's goal-orientedness. Teachers can increase by letting their students formulate explicit course goals. These goals have to be kept achievable and re-formulated if necessary. In one-to-one courses students should be encouraged to share their personal, individual goals. However, there are institutional constraints e.g. the syllabus for this year, and success criteria to be taken into account by teachers.

In conclusion, a wide range of useful motivational strategies and techniques is available, although, each teacher must consider what might be the best way of establishing a motivation-sensitive teaching practice. I feel that raising the

awareness is the first step and then it depends on teachers which approach they adopt with respect to their students.

PRACTICAL PART

5. Research Study

5.1. Introduction

This study was conducted in order to find out more about how the sources of motivation are viewed by teachers and their students and how private language teachers work with student's motivation, which motivational strategies they implement in their teaching. The results can be used to make their teaching more effective and to become more sensitive to the psychological factors of language learning. The practical part of the thesis is divided into two parts. The first part deals with the questionnaire survey and the second part presents the results of the lesson observation.

5.2. Research questions

My research questions based on preliminary observations are as follows:

1. To what extent the teachers of corporate one-to-one courses understand the motivational structure of the students they teach?

2. How English, as a subject, is perceived by students in one-to-one corporate courses?

3. What motivational strategies the teachers use in English language classes?

5.3. Sample Design

The procedure of selecting samples was based on a non-random sampling strategy of convenience sampling. However, several criteria were applied, namely, the age of participants and the type of a language course. There were

two samples chosen – sample of adult learners and adult teachers. Each teacher was asked to choose 6 students who fulfilled the above-mentioned criteria so also a method of a snowball sampling was applied.

The first sample (S01) was designed to represent adult learners whose age ranges from 25 – 55, so the focus group are adults in their early to mid adulthood. This was done on purpose as I wanted to compare two groups of adult learner, those who are between 25 – 35 years of age and experienced compulsory English language education and those whose age ranges from 36 – 55 and have noticeably less experience with English as at the time when they went through the compulsory education the major foreign language studied was Russian. Predominantly, the respondents claim to have elementary to upper-intermediate level of English, they all participate in corporate one-to-one language courses and are current residents of the Czech Republic. Table A. provides a detailed description of the sample with division according to their age, gender and level of English. The group consisted of a total of 132 respondents. The gender distribution of participants is even. Of the total 37 percent were women and 63 percent were men. No race or ethnicity data was collected from the participants. The nonresponse did not occur.

Demografics of the sample S01 - students		
	Total	Total %
Sex		
Female	49	37
Male	83	63
Age (years)		
25-35	41	31
36-45	67	51
46-55	24	18
Level of English		
Elementary	7	5
Pre-intermediate	68	52
Intermediate	42	32
Upper Intermediate	15	11

TOTAL NUMBER OF RESPONDENTS= 132

Tab.A. Demographics of the sample S01

The second sample (T01) consisted of teachers of private language schools which are based in south-western part of Central Bohemia so the survey reports on a specific local area. The total of 22 participants, aged 27 – 43, are teachers with the practice of English language teaching ranging from 3 to 18 years. This group consisted of 73 percent of female and 27 percent of male respondents. Most of them are university graduates (50% master degree, 32% bachelor degree), only 18% are teachers with finished higher secondary education. The details are provided in Table B. No race or ethnicity data was collected from the participants. Despite the obvious imbalance in subgroups, I have also decided to take into account the differences between the answers of female and male respondents. The response rate was 88%.

Demographics of the sample T01 -teachers		
	Total	*Total %*
Sex		
Female	16	73
Male	6	27
Total	22	100
Age (years)		
27-35	13	59
36-43	9	41
Education		
Higher Secondary (maturita exam)	4	18
Tertiary - bachelor	7	32
Tertiary -master	11	50
Other	0	0

TOTAL NUMBER OF RESPONDENTS= 22

Tab.B. Demographics of the sample T01

5.4. Methodology

To answer the research questions and learn more about the views of adult learners and their teachers, I have created a questionnaire survey using the methods of educational psychology. The survey was carried out at the beginning of the winter term 2011/2012 at 4 private middle-sized language schools in Příbram.

The questionnaire consists of two parts. The first part concentrates on the motivational structure of learners and it is an adapted questionnaire used by Hrabal and Pavelková (2010:195-1960). It contains 8 items and the respondents are asked to rate the reasons why they make effort in the English language classes. The participants specified their level of agreement or disagreement with the item on a five-point Likert scale (1-strongly disagrees, 2- rather disagrees, 3 – sometimes agrees, 4 – rather agrees, 5 – agrees).

The items were:

 A. to get on well with the teacher (the need for affiliation – positive, personal relationship),

B. to be better than others (the need for prestige, to excel in something)

C. interest in the subject (cognitive motivation)

D. further education is his/her duty (moral motivation)

E. good feeling when learning something well (performance motivation)

F. I am afraid I will not know anything (anxiety performance motivation)

G. to achieve a better working position (prespective motivation)

H. My family wants me to be successful in the course (the influence of family)

Generally, teachers can activate either intentionally or unintentionally these motivational needs:

- Social needs, including the need of affiliation (teacher's personal influence, either positive or negative);
- Cognitive needs (type of the task, teaching methods)
- Performance needs (the level of difficulty, demands)
- Moral needs (responsibility for learning, results, duty)
- Need for perspective orientation (future perspective)

The second part of the questionnaire consisted of 3 questions where students and teachers were asked to rate the followings: the popularity of English, the level of difficulty of English and the importance of English for them/their students. They were asked to use the following scales:

Popularity – 1. extremely popular; 2. popular; 3. Nor popular or unpopular 4. Not popular 5. extremely unpopular.

Difficulty – 1. Extremely difficult; 2. Difficult; 3. Nor difficult, nor easy; 4. Easy 5. Extremely easy.

Importance – 1. Extremely important; 2. Important; 3. Partially important; 4. Not very important; 5. Unimportant.

Procedures for data collection simply comprised handing out the questionnaires to the teachers. I instructed them how to complete the questionnaire and gave details and clarifications when needed. The teachers were asked to fill in their questionnaires first and then to distribute the questionnaires to their students. I explained the items to the teachers personally but I was only present at completing of two questionnaires. The questions were considered clear. The time needed for filling in the questionnaire, including the introduction and instructions, did not exceed 10 minutes in total.

The analysis of the data focused on those results where the difference between teacher's and his/her students' answers was 0.5 point or more. This difference was considered significant, when the difference reached 1.00 or more it was considered of extremely significant

5.5 Presentation and Analysis of Results

According to the results of the first part of the questionnaire survey the vast majority of teacher respondents are quite sensitive to their students' motivational structure.

In order to understand to what extent their perception of certain components of motivational structure matches or is different I focused on the reasons why the students try hard in the language classes. The same questions were then answered by their teachers. Despite the imbalance in sample of male and female teachers I decided to present the observed differences.

As the results show need of affiliation is not perceived as a strong motivational component. When the total answers of the teachers and the students were compared the difference was not significant (less than 0,5). The average for student respondents is 2,63 which is only slightly higher than how the teachers perceive it 2,52.

The table 1 below shows that 27% of teachers slightly underestimated this factor.

Sources of Motivation – Need of Affiliation Teachers			
	Matching students' anwers	Significant difference (lower)	Extremely significant
Female teachers %	75	25	0
Male teachers %	67	33	0
Teachers % (out of the total)	73	27	0

Tab. 1

A third of female teachers (37%) underestimate need of prestige and the factor of competitiveness. On contrary, male teacher view this factor as important as their students. This can be due to the fact that man are said to be naturally competitive and 63% of student respondents were men.

Obviously, almost all teacher are sensitive to students' cognitive needs as their anwers matched with the responses of the students.

The moral motivation to studying the English language is overestimated by only 13% of teacher respondents. Students rated this factor 3.44 which means they see further language education as their duty. This is clearly related to the increase demands of labour market.

Results show that a half of male teachers and almost a third of female teachers (31%) underestimate the importance their students attach to performance motivation. The reason can be found in inconsistent goal setting and the difficulty of tasks the teachers present to the students.

The most significant difference can be found in the way the teachers and students view performance anxiety, which is one of the key aspects influencing

student's attitudes to language learning. Out of total of 22 teachers 41% considers it less important than the students do. The results suggest that a large number of student have higher tendency to avoid the failure and this is their driving force in the lessons. According to the findings (see table 2.)female teachers are more sensitive to this motivational factor than their male counterparts. However, the results also show that the difference is within 0.5 and 1.00 so still a majority of teachers' and students' views match.

Sources of Motivation – Performance anxiety Teachers			
	Matching students' anwers	Significant difference (lower)	Extremely significant
Female teachers %	63	37	0
Male teachers %	50	50	0
Teachers % (out of the total)	59	41	0

Tab.2.

As expected the students rated perspective motivation 3.75 which makes it the most important component of their motivational structure. It is related to perspective orientation and for students language is viewed as a means for achieving a better social or working position. Teacher's rating is 3.65 which suggest that they are well aware of this fact.

The influence of the significant ones, family members, who often encourage the learners to persevere in language learning is considered of medium importance, slightly higher than the factor of positive relationship with the teacher. 10% of teachers undervalues this source of motivation. Suprisingly, they were all female teachers.

The overall rating of motivational factors was 3.11 by students and 3.30 by their teachers.

The second part of the questionnaire concerned questions related to the difficulty, popularity and importance of English for the students. The results are depicted in the table 3 and 4.

Students	Mean
Popularity	2,5
Difficulty	2,4
Importance	2,3

Tab 3 Results Questionnaire Part II. Students

Teachers	Mean
Popularity	2,4
Difficulty	2,5
Importance	2,5

Tab 4 Results Questionnaire Part II. Teachers

The results imply that students view English as a subject of higher importance which is rather difficult and relatively popular among them. Teachers answers are almost identical with the students' ones.

5.6. Conclusion

A majority of teachers of one-to-one courses are psychologically sensitive to the motivational factors influencing students learning process. There were two

cases which should be paid more attention, that is, performance anxiety motivation and performance motivation. When it comes to the perception of English as a subject teachers suppose students see the subject as more important than they do in reality. Otherwise, it is seen as a rather difficult subject which can be due to the time requirements. As most of the students are busy, active adults.

6. Lesson Observations

6.1. Introduction

The purpose of this study is to examine teacher's sensitivity to the motivation of pupils to learn and how his/her knowledge is reflected in the motivational strategies used in the English language teaching. As a part of my research I have decided to include the observation of the classes of 2 teachers and 7 students who took part in the questionnaire survey.

6.2 Methodology

For our purposes, I have created a short observation sheet which focuses on the area of motivation in English classes. This observation sheet is based on the motivational strategies as presented by Zoltán Dörnyei in *Motivational Strategies in the Language Classroom* (Dörnyei, 2001). It focuses on the following areas and their subgroups: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation. I observed 5 aspects, namely, classroom atmosphere, the way the teacher provides encouragement and support, how the teacher presents teaching materials and tasks to the students, providing feedback and correction and the overall relationship of the teacher and student. The sample of the observation sheet in enclosed in Appendix 2.

To maximase the validity of conclusions, a triangulation of methods was used. Data were collected not only through the observations, but also I examined the

lesson plans provided by the teachers, and had a brief discussion with the teachers before their lessons and a feedback discussion after the observation. A lesson plan does not necessarily have to correspond to a detailed document, nor a plan of action that should be followed to the letter, but a written indication that the teacher has thought in advanced about the "why", "what" and "how" of the lesson, and is ready to be flexible (Gabrielatos, 2004).

All observations were conducted in one-to-one, corporate English classes which take regularly place once a week in a company's training centre as all the students are employees of the same company. They were 60-minute lessons. The classroom was well-equipped, well lit and well maintained, maybe too large for one-to-one courses. The observations took place in December 2011. The description of the teachers and students is provided in a following section. Both, the teachers and students were notified about the observation in advanced and they agreed to take part in the research. As anonymity was required on the side of the students I used the same coding as in the questionnaire survey so they are referred to by a letter S as a student and a number under which they appear in the questionnaire results e.g. S43 or by their first names. Teachers are referred to by their first names as well as by the number under which they can be found in the questionnaire results.

The observed lessons are described and then commented on with a reference to the main points of the observation sheet. The structured lesson plan is based on the lesson plans provided by the teachers and can be found in the appendixes.

6.3 Sample Description

6.3.1. Description of Teachers

Zuzana (T9)

Zuzana, who is 37 years old, is an experienced teacher with an almost 14-year practice in English language teaching. She teaches at a private middle-sized language school in Příbram where she specializes in corporate courses focused on general and business English of pre-intermediate to advanced level. She teaches one-to-one, twin and group courses. She studied English at the faculty of education but she has not finished her degree. She regularly attends workshops and seminars of ELT methodology and she has spent 2 years in London working as an au-pair. She also teaches Czech for foreigners. She teaches about 32 lessons per week.

She is an energetic, active teacher who makes an excellent use of her naturally rather loud voice and also uses a lot of body language and gestures throughout her lessons. She obviously draws on her experience from English speaking countries and likes working with realia and authentic materials. Zuzana demonstrates many strengths as a teacher. She is enthusiastic and enjoys teaching English. Her students are engaged with the presented material. She sets instructions clearly and insists on students paying attention during her lessons. However, she sometimes gets carried away by certain topics and is rather talkative at the expense of student's talking time. She may seem too vigorous for some students. She is used to writing her lesson plans at the weekend for the whole following week. She prefers a lesson plan in form of a brief running order of the activities, main stages of the lesson and with notes of specific language points. She often uses post-it notes with some ideas for varying exercises and tasks inserted in the textbook.

According to the results of the questionnaire, Zuzana is sensitive to her student's needs and understands her students' motivational structure quite well.

This can be linked to the fact that she has been involved in English language teaching for longer time and she has developed her own system of analyzing students' needs, and by the fact that she has been teaching the students who were involved in the research for several years so she has a good knowledge of their personal and professional background and their learning history.

The results show that she underestimates the meaning of the performance anxiety of her students. Prestige, duty – moral motivation, performance motivation and the influence of student's family is slightly underestimated when compared with the importance given to these by students themselves. On the other hand, she considers the need of affiliation and cognitive motivation to be slightly less important than how her students perceive it (see table Sources of motivation Teacher 9 in Appendixes).

Tereza (T8)

Tereza is 27 years old and she has been involved in English and German language teaching for the past 6 years. She successfully finished her university studies in 2009 – English and German, at faculty of education. She teaches at a private middle-sized language school in Příbram. She specializes in corporate general English courses and private one-to-one and twin courses. As she is interested in use of modern technologies in ELT she also participates and teaches online English courses. She has not had any personal experience with a stay in English speaking countries. She also attends seminars and workshops of methodology. She teaches about 22 lessons per week.

Tereza is a pleasant young teacher, at first sight rather timid, who likes using modern technologies in her classrooms. She seems to be popular with her students and they respect her, but she admits having difficulties when dealing with a group of students. She feels more confident when teaching one-to-one or twin course. She is helpful and provides her students with various tips for studying e.g. useful websites. The students clearly understood what was expected from them and she flawlessly managed her class time. She uses both

languages - English and Czech in her classes. Based on the observations the proportion is approximately 75:25 percent in favour of the target language, She often uses   Czech as the language of the instructions or to clarify meanings of words and when explaining grammar. She inclines towards preparing for her lessons one day before the lesson is scheduled for. Her lesson plans are brief and they include the chronological stage by stage brief description of the lesson, the aim/s of the lesson, material used, notes of difficult language points. She also makes notes during the lesson e.g. how long did the activity take or how difficult it seemed for the student. She frequently uses the Internet, cd-roms, dvds and more additional materials provided by teacher's books. She tries to mention the aim of the lesson at the beginning of each class.

The results of the questionnaire show that she views the prevailing sources of her students' motivation to learn in most cases as her students. However, we can find some discrepancy in the perception of prestige, performance anxiety and perspective orientation which she underestimates as factors of students' motivation.

Especially in case of perspective orientation – achieving better working position, getting a better job, when realizing its significance and paying it more attention in the lessons it may have a positive influence on her teaching. Judging by the age of observed students, achieving a satisfactory professional career is a natural part of this life stage. One of her students places more emphasis on performance motivation and performance anxiety than she estimates, otherwise, she almost matches her students' answers. (See table Sources of Motivation Teacher 8 in Appendixes).

6.3.2 Description of students

All 7 students are employed with the same company and work at the position of middle management. There are 4 men and 3 women whose age ranges from 31 to 52. Their level of English is pre-intermedite and intermediate, although it varies within the levels. They participate in corporate language learning for several years. Apart from one student, they all consider English to be their favourite subject. Although, they perceive it as a rather difficult subject. The majority of them think of English as a subject of higher importance. The details can be seen in the following tables Tab. C and Tab D. The answers of students whose lessons were observed are highlighted.

| Student | Teacher 8 Tereza | | | | | |
| | Popularity | | Difficulty | | Importance | |
	s	t	s	t	s	t
S43	2	2	2	2	2	3
S44	3	3	2	2	1	3
S45	3	3	3	2	3	3
S46	2	3	2	3	2	3
S47	2	2	2	3	2	2
S48	3	3	3	3	3	3
mean	2,50	2,67	2,33	2,50	2,17	2,83

Tab.C Results of the survey part II.

| Student | Teacher 9 Zuzana | | | | | |
| | Popularity | | Difficulty | | Importance | |
	s	t	s	t	s	t
S49	2	2	2	2	1	2
S50	2	2	2	2	2	2
S51	3	2	2	3	3	3
S52	3	3	1	3	2	3
S53	2	2	2	2	2	2
S54	2	2	3	2	2	2
mean	2,33	2,17	2,00	2,33	2,00	2,33

Tab.D Results of the survey part II.

6.4. Lesson Observation – Zuzana

6.4.1. Lesson Observation 1

My first observation was a one-to-one corporate course. The student (S49), 42-year old Jana, who works in middle management is a pre-intermediate English learner. She is a mother of two children. Zuzana has been teaching her for three years. *Total English* pre-intermediate textbook is used in their lessons and supplementary materials.

The session was held in company's training centre and it ran for 60 minutes. The lesson started on time at 8.30 and finished with about three-minute delay.

The aim of the lesson, stated by the teacher, was to provide the student with the language necessary for giving instructions how to cook a simple meal and to review vocabulary from the previous lessons. Based on the observation it was achieved. The lesson plan was brief, however, it showed a logical flow from the beginning of the lesson, to the practical exercises and the final discussion.

The lesson started with a greeting and a small talk about the Christmas preparation and beginning of the advent time. Zuzana used English straight from the start of the lesson and the estimated proportion of the target language throughout the lesson was 90 percent. The teacher managed to create a friendly atmosphere and the opening stage of the lesson seemed more like a chat between two friends, apart from being on the first-name terms.

Then the revision of the language from the past lessons followed, in form of a short oral vocabulary drill and a short written translation from the previous unit. The teacher paid special attention to the pronunciation of difficult words (spaghetti, schnitzel, pie …) and used whiteboard for correct spelling. The student was not afraid to ask for clarification and without hesitation practiced the pronunciation. The homework was checked and the student was praised for not making any mistakes in it. Although, the food collocations seemed to be rather difficult for this level, the student obviously enjoyed the challenging task.

After about a two-minute lead in speaking activity about the favourite recipes, the teacher handed to the student a worksheet with a text *How to make scrambled eggs on toast* and instructed the student to rearrange the instructions into the correct order. The task was set clearly and the student was quite engaged in the activity and given enough time to do it. When checking the task, the student read the recipe aloud. The pronunciation mistakes were immediately corrected and the teacher wrote useful phrases from the exercise on the whiteboard. The teacher made a very good use of her voice which helped the student to be concentrated throughout the lesson. In the following discussion, the topic was linked to the small talk topic from the beginning of the lesson (Christmas baking) and the student not only described her favourite Christmas pastry but also managed to briefly describe the main stages of making it. She was experiencing a few difficulties with finding the right vocabulary to expressing her opinion and describe the recipe but was encouraged by the teacher to go on in English. In the final part of the lesson, Zuzana set a written task for homework – instructions how to make a simple meal, and the lesson was ended.

6.4.2. Lesson Observation 2

The class was held in company's training centre and it ran for 60 minutes. The lesson started with a few minute delay at 9.35 and finished on time at 10.30. As there are almost no breaks between the courses the students are used to these delays. The teachers has very little time for preparation for her next student. Tomáš (S53) is 51-year old, intermediate student of English. Zuzana has been his teacher for the last two years. He works in middle management. He is married and has two adult children.

The aim of the lesson was to create the interest in the topic of memories to promote a discussion and practice reading with comprehension. They worked with a *Total English Intermediate* student's book.

The lesson started in a usual way – a greeting and a small talk. Zuzana asked about the meeting with a supplier and his son's birthday party. The student seemed to be pleased by her asking and willingly answer the questions in

English. Zuzana corrected only the most obvious mistakes and let the student speak. The whole lesson was held in English, no Czech was used. The overall atmosphere was warm. The small talk was followed by a short vocabulary revision gap-fill exercise.

Then the teacher introduced new unit in the textbook, first only by asking questions and then using the lead-in exercise. Tomáš described the pictures and was instructed to read an exercise where he was to choose the correct word or phrase. He understood the task well but he did not know some of the words so he asked Zuzana for help. She explained all new words in English and checked student's understanding by asking additional questions. When she was assured he had understood the phrases correctly, she let him to finish the exercise.

After checking the exercise a discussion followed. The teacher had the questions well-prepared, however, the topic did not appear to be student's cup of tea, so much more speaking was done on the teacher's side. When the student spoke and some mistakes were made they were corrected immediately often by the student himself. The discussion was followed by a reading task. First, the student looked at the pictures and was asked to predict what the stories are about. The teacher's aim was to make the student predict some possible phrases and words that might appear in the text. The student was engaged in the activity and used his imagination well. The atmosphere became more relaxed after the teacher appreciated some of the student's humorous ideas with laughter.

Then the student read the text aloud, and read and answered the comprehension true or false questions. Some of the language points in the text were emphasized by the teacher (prepositional phrases, phrasal verbs). The teacher finished the reading task by asking about whether the student thinks the stories have a happy ending. Then she set the homework reading task (the real endings of the stories) and ended the lesson rather in a hurry.

6.4.3. Lesson Observation 3

On December 1, 2011, I observed third class taught by Zuzana. The lesson took place in the company's training centre classroom. It started at 10.35 and finished at 11.35. Jindřich (S50), Zuzana's intermediate student, is 39 years old. He works at middle management position and is single. He has been having classes with Zuzana for two years. They use *Total English Intermediate* textbook and supplementary materials. The aim of the lesson was to review passive tenses and listening practice.

This lesson started with a small talk about the weekend plans and the student was asked about his opinion on the current world news (Euro crisis, strike in Greece). The student is used to using only the target language in the class. Although, he made mistakes he managed to express his opinion.

Then the teacher wrote three sentences about the topics on board and together with the student reviewed the passive tenses used in the sentences. The passive tense drill followed the teacher said a sentence in an active voice and the student's task was to turn this sentence into passive form. Jindřich made a lot of mistakes in the past participle form of the verbs. The teacher always corrected him and while she was writing the verb forms on the board she asked the student to say the sentence again correctly.

The main part of the lesson was a listening practice in the student's book at page 22. First the student described the pictures and was asked to guess the topic of the listening. Then the teacher asked him what he thinks makes a good newspaper story and after a short discussion he read the instructions for the exercise. Zuzana played the first part of the listening. After checking the answer she instructed the student to go through the topics in the following exercise and order then in order they are mentioned in the second part of the listening. The students listened to the interview twice. After the first listening the correct order of the topics was checked and the student was praised for getting it right. After listening to the interview for the second time he was asked to say what the

speaker said about each topic. Although, the student paid attention to the tasks he seemed tired and yawned regularly.

The teacher then asked comprehensive question and pointed out a few phrases which were difficult to catch or the student did not know. A discussion followed on the topic of media and privacy.

About five minutes before the end of the lesson the teacher went with the student through the irregular verb forms written on the whiteboard in the initial part of the lesson, set a writing task as homework and finished the lesson wishing the student to enjoy his lunch.

6.4.4. Lesson Observation 4

The lesson was observed on 1. 12. 2011 from 11.35 to 12.30 and it was held in the company's training centre. The air-conditioned classroom was quite warm and after the previous lessons rather stuffy. There were only ceiling windows which could not be opened so the teacher let the classroom door open for almost half of the lesson.

Petr (S54) is a 52-year old, intermediate student who works in middle management. He has been studying English with Zuzana for almost three years. Their course book is *Total English Intermediate* but he prefers combining it with authentic materials and work related materials which he brings in the class or e-mails to the teacher prior to the lesson (e-mails, reports, etc.). They agreed on it at the beginning of the course.

The aim of the lesson was to practise reading with comprehension, to provide the student with vocabulary and phrases which would enable him to join a discussion about current economic issues and to increase student's fluency in speaking.

The lesson started with a small talk about student's business trip to Brussels. Zuzana was interested in the English presentation he gave there as they practised it in the previous lesson. The lesson was held in English, the student

only used Czech several times to clarify the meaning of certain words. The homework check followed. It was a translation. The student was encouraged to correct the mistakes he had made, the teacher only indicated which sentences are incorrect.

Then the teacher wrote word *Greece* on the whiteboard and asked the student to tell her any associations that come to his mind when he thinks of Greece. She used a word wheel and wrote all student's ideas on board. The key word matching exercise followed as a lead-in into the main reading task about Greece and economic crisis. Before the task she mentioned that she was sure the student would enjoy this reading as they had already spoke about it and he showed an interest in it. Then the student was asked to read the text aloud and after each paragraph he stopped and was asked a few comprehension questions or whether he agrees with the author of the article.

Then they talked about the current development of the economic and financial crisis in Europe. It was a heated discussion as the student as well as the teacher had a strong opinion about it. The teacher closed the discussion after about ten minutes.

The student asked the teacher if they could finish the lesson earlier because he wanted to get his lunch. As it was getting really stuffy in the classroom, the teacher did not object, set the homework which was to find all money related words and collocations in the text they had read and ended the lesson.

6.4.5. Observation Analysis and Comments

Zuzana (T9) gets on with the students very well, she addresses all her students by their first names but she is rather formal or semi-formal with them. They call her Zuzana. She managed to establish very good rapport straight from the beginning of the lessons. She uses a proactive rapport-building style. She is a naturally energetic, loud person and shows her enthusiasm and interest in the English language and English culture. She insists on using English only in the

lessons and her students are used to it. However, she tolerates when the students use some Czech to clarify the meaning of unknown words or phrases.

She seems to be trusted by her students and they respect her as a teacher. She maintained eye contact with the students and used a lot of gestures. The atmosphere in the observed lessons was warm and friendly.

She pays attention to the physical conditions in the classroom. It was a dark, overcast morning so she turned on the light and when the room got stuffy she opened the door.

As we can see in various examples in the observed lessons she always starts her lessons with a small talk to get the students talking. She is a good listener and students are used to talking to her about their professional and private life.

She rarely corrects her students in the initial part of the lesson, only when their mistakes interfere with understanding. Zuzana makes notes into her lesson plans about the things they talked about so she can easily refer back it. Her notes include names of family members, their pets, plans for the weekend, what the students work on at work or read in their free time.

She is quite consistent and always checks the homework from previous lesson. Even though her students are clearly busy people they appreciate her giving them homework and obviously consider it worthwhile.

Students are not afraid to ask for help, to question the teacher or make mistakes which may point to a low level of language anxiety, however, the results of the survey show that her students perceive the performance anxiety more than she does in the lessons.

She does not have a strict syllabus for the courses so it is not difficult to adapt the course material or supplement it with some authentic material. In several cases, she cooperates with the students who bring their own material to the class. Zuzana tries to make course material relevant to her students. As far as

the lesson content is concerned she is very flexible and encourages her students to participate on it.

One of the aspects I highly value in her lessons is that she frequently uses humour and some students mirror this, and though their English is not perfect they try to make jokes. She frequently encourages and praises her students but she can also put on a "strict teacher" face and demand hard work. Her voice could be easily heard. She also uses her it to attract student's attention and several times used intonation to vary emphasis.

One aspect I missed in her lessons was that she did not explain the purpose of the tasks explicitly or stated the aim of the lesson at the beginning.

Zuzana surprised me when she was in one lesson texting on her mobile phone while the student was doing a listening exercise. I considered it to be impolite, however, the student did not seem to notice anything as he was fully engaged in the task. She did not explain it during the interview.

Her students are used to her personality but I can easily imagine that a shy adult beginner may feel intimidated, which she confirmed.

To sum up, Zuzana quite naturally but purposefully uses a large variety of motivational strategies in her lessons. I enjoyed observing her lessons as she is an active teacher who teaches with enthusiasm and manages to create a learning-friendly atmosphere.

6.5. Lesson Observation – Tereza

6.5.1. Lesson Observation 1

My first lesson observation in Tereza's course took place on 2. 12. 2011. The lesson lasted for 60 minutes and was held in company's training centre in a language classroom. It started on time at 7.30 a.m. The student (S46), 39-year old Jan, who works in middle management is a pre-intermediate English learner. Tereza has been teaching him for about 18 months. They use *English For Life Pre-intermediate* coursebook. Both, English and Czech were used during the lesson.

The aim of the lesson was to review and practise past continuous tense using a textbook text. At the beginning Tereza made a clear statement of the purpose of the lesson.

The lesson started with a short small talk about the weather and past working week. The homework check followed. The homework was an textbook exercise asking the student to answer what he was doing at particular times. The teacher used this exercise to review the grammar from the last lesson.

The main part of the lesson was a reading and listening exercise in the textbook at page 23. Tereza asked the student a few questions about scary stories and whether he had ever experienced any strange events which were hard to explain. The student struggled with the pronunciation of the word *event* so the teacher corrected him several times and in the end wrote the correct pronunciation on the whiteboard and practised it with the student. She explained why the pronunciation practice was important.

Then Jan was to describe the pictures in the textbook and predict the plot of the story. At one moment he stopped and hesitated so Tereza encouraged him by asking questions. She restated the questions when necessary.

Then the teacher instructed the student to listen and identify who the people mentioned in the exercise are. She played the recording of the story and checked answers. The student did not have any difficulties with the task and so they approached to the reading. The student read the text aloud and Tereza corrected his pronunciation. He always repeated the mispronounced word correctly and went on reading. Jan was given some time to go through the comprehension questions and to find the answers in the text.

After checking the exercise Tereza read aloud two sentences from the text containing the examples of past simple and past continuous tense. She drew a timeline on the whiteboard and asked the student to place the examples into the correct place on it and to find more examples in the text. Then the teacher explained and summarized all grammar points from the lesson and also from the previous one. This was done in Czech.

At the end of the lesson Tereza set homework and praised the student for good work.

6.5.2. Lesson Observation 2

On December 2, 2011, I observed a second lesson taught by Tereza. The lesson took place in the company's training centre and started at 13.35 and finished at 14.35. Tereza's student was Jaroslava (S43), who is 31 years old, is intermediate learner. She has been having lessons with Tereza for 18 months. Their course book is *Total English Intermediate*. Jaroslava has worked with another intermediate textbook before so she is rather an upper-intermediate level student than an intermediate one but she insisted on intermediate level.

The aims of the lesson, stated by the teacher, were to create an interest in watching English films and learn how to speak about films. Both of them were achieved. The second aim was presented to the student at the beginning of the lesson.

The lesson started with a small talk which was followed by a homework check. The student read a statement and then said whether it is about a book, a film or both. The teacher then asked the student to translate the phrases in bold into Czech. Otherwise, the lesson was held mainly in English. The teacher and the student addressed each other with their first names.

Then they discussed their favourite films and films they had seen recently. Tereza pointed out to various genres she likes watching. The student was obviously a film lover and regular cinema-goer and enjoyed the film talk. After the discussion the teacher asked Jaroslava to open her textbook and look at the pictures on page 155. The student spent several minutes describing the film adverts and identifying their genres. She spoke freely and almost without any mistakes. When she made some they were corrected by Tereza and in a few cases Tereza only indicated by raising her eyebrow and the student corrected herself.

Then the teacher briefly introduced next activity and went together with the student through the while-watching questions. She encourages Jaroslava to ask questions if anything was unclear. The teacher had set up the dvd before the lesson. After watching the film trailer twice, student's answers were checked. The student asked a few questions related to the accent and pronunciation used in the trailer and asked about spelling and meaning of two unknown collocations. She was writing everything down in her notebook.

The student expressed her opinion on the film and the teacher asked a few additional questions related to the film extract. The question whether a film or a book is better was raised and the teacher demanded some examples from the student when she thought the film adaptation was better than the book. The teacher recommended an English film for watching and offered to lend the dvd to the student.

In the remaining time of the lesson the new language was revised in a short drill oral exercise, the teacher briefly mentioned the plan for next lesson, set a

writing task, a review of a favourite film, for homework , thanked the student and wished her a nice weekend. The lesson finished on time.

6.5.3. Observation Analysis and Comments

Also Tereza has developed a good relationship with her students. She is a patient, calm and quite relaxed teacher. However, she feels less confident about her speaking skills, and that could be the reason why she prefers to use also Czech in her classes. A large amount of speaking is required on the student's side which is a brilliant practice, however, Jaroslava (S43) was considerably more talkative than Jan (46) and the results of the survey show that Jan strongly perceives the performance anxiety in his English learning. Both her students are extrinsically motivated to learn the language as a good competence of English is required in their jobs.

Generally, both students respect and like Tereza. She knows her students' interests and professional and family background, and she applies the knowledge to personalize the teaching content and course materials.

She wanted her students to feel comfortable and offered them a glass of water at the beginning. As the classroom was quite warm this was much appreciated by both students. In the morning she made sure the classroom is well lit and the student could see the words on the board well.

Her lessons were well-structured and she watched the time carefully. She often presented examples to clarify points and when asked to explain something she did it clearly. She related new ideas to familiar concepts and referred to the previous lessons as well as to the future ones. She made a clear purpose of the lesson and I liked the way she explained the purpose of certain tasks e. g. pronunciation practice, watching films in English.

The lessons were well paced and the students had enough time for note taking. She allowed her students a reasonable amount of time to think through the answers and only when she noticed they struggled she took iniciative by asking questions or helped with formulating a sentence.

She always checked the homework from previous lesson and asked the students if everything was clear and understandable. The students were encouraged to ask questions. This showed she takes students' learning seriously.

Tereza used different ways of praising her students for instance, verbal - well done, brilliant or smiling and nodding. She thanked them for their questions. She used less gestures but smiled a lot and use her facial expression to express approval or indicate mistakes. The student responded to these signals very well and Tereza responded to their nonverbal cues of Jan's confusion or Jaroslava's curiosity. Her voice was not very strong and also a bit monotonous.

The tasks were presented in quite an attractive way by including the element of curiosity or adapting it to the students' interests.

To summarize, there was a friendly and focused working atmosphere in Tereza's lessons. She gave a lot of space to her students to express their opinions and provided them with realistic support and encouragement. Although her work with voice was not perfect she tried hard to make up for it by using her body language. She pays attentions to the physical conditions of learning. Her students seemed to have enjoyed her lesson and they are extrinsically motivated and also show high level of intrinsic motivation.

7. Conclusion

The following part of the thesis deals with the results of the survey and the observations with respect to the research questions formed above.

The first research question was to what extent the teachers of corporate one-to-one courses understand the motivational structure of the students they teach. Apart from minor differences we can state that teachers of corporate one-to-one courses pay attention to the motivational structure of their students and they are aware of factors influencing students learning. Based on the overall rating of the motivational structure by teachers and their students we can conlude that they almost match. However, this does not suggest that the teachers truly understand the complex underlying structure of students motivation and in case of performance anxiety and performance motivation the teachers undervalue these aspects.

For further research a comparison with the values of the reference norms is necessary.

The following research question asked about the perception of the English language as a subject by the students of corporate one-to-one courses. English is perceived as a rather difficult subject of higher importance. The students claim it is a popular subject with them. The observed students seem to confirm this as they studied the language with enthusiasm.

The observations confirmed that the most popular strategies used in ELT are those which are not too demanding for most teachers. Among the most popular were the strategies concerning creating a suitable, supportive and warm learning environment and they are related to teacher's personality and attitudes he/she has to English. The observed teachers presented tasks in an attractive way and focused on personalising the course curriculum and teaching materials.

As the topic of this thesis is very broad and complex, it was not possible to cover all aspects of motivation in ELT adult classes. However, one of the aims of this thesis was to point to the fact that teachers should pay attention to motivational structure of their adult students and to the motivational strategies used in ELT classes. The questionnaires used in the thesis can become a valuable tool for teachers who would like to learn more and teach effectively.

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