

Charles University in Prague
Faculty of Education
Department of English Language and Literature

**Motivation of Students Attending Lower and Upper
Secondary Schools for Studying Foreign Languages**

The Diploma Thesis

The author of the Diploma Thesis: Bc. Věra Stránská

The supervisor: PhDr. Bohuslav Dvořák

Study Programme: The Teaching of Lower Secondary and Upper Secondary Schools

Branch of Study: The English Language – Pedagogy

The year: 2013

I declare I have completed the final thesis myself under the supervision of PhDr. Bohuslav Dvořák. I have cited all the used sources and literature myself.

I agree with a permanent placement of the electronic version of my thesis in the database of the inter-universities project Theses.cz to enable the systematic control of the theses' similarities.

In Prague, 1st May 2013

Signature

Abstract

The Diploma Thesis deals with motivation. In the theoretical part of the Diploma Thesis the issue of motivation is first explained in general and then the issue of school motivation is discussed. The practical part presents the result of the research which was conducted at two lower secondary and two upper secondary schools. The research focuses mainly on comparison of motivation of the students of the schools for studying foreign language.

Abstrakt

Tato diplomová práce se zabývá motivací. V teoretické části je nejprve motivace všeobecně vysvětlena a poté je diskutována pouze školní motivace. Praktická část prezentuje výsledky výzkumu, který byl proveden na dvou základních školách a dvou středních školách. Výzkum se zaměřuje hlavně na motivaci pro studium cizích jazyků.

Table of contents

The introduction	7
2. The concept of motivation.....	11
2.1 The definitions of motivation	12
2.2 Different approaches to motivation	14
3. Biological and socio-cultural sources of motivation	16
4. The other concepts and their definitions.....	17
4.1 The concept of behaviour	17
4.2 The concept of the need.....	17
4.2.1 The hierarchy of needs by Abraham Maslow.....	18
4.3 The concept of the motive and the incentive.....	20
4.4 The concept of motivational conflict.....	21
4.5 The concept of frustration.....	22
4.6 The concept of stress	23
4.7 Theories of motivation.....	24
5. Motivation for studying	26
5.1 Theories of school motivation	26
5.1.1 Achievement motivation theory	28
5.2 Construct of motivation according to Zoltán Dörnyei.....	30
5.3 Recommendations to promote motivation for studying foreign languages.....	30
6. Status of the English language.....	31
7. Introduction to the practical part of the Diploma Thesis.....	35
8. Lead-in to the research	36
9. Presentation of the research.....	37
9.1 Central focus and major questions.....	37
9.2 The main hypothesis.....	38
9.3 Status of the English language and the other hypotheses	39
10. Information about respondents and schools	41
10.1 Střední průmyslová škola potravinářských technologií.....	41
10.2 Gymnázium Jana Nerudy	42
10.3 Základní škola Veltrusy.....	42
10.4 Základní škola Červený Vrch	43

11. Research methodology	44
11.1 Methods employed	45
12. The Questionnaires	46
12.1 The description of the questions and their roles in the research.....	46
12.1.1 The general questions	46
12.1.2 More specific questions	47
12.1.3 The attitude to foreign languages	47
12.1.4 The opinion on foreign languages	50
12.1.5 Motivation for studying foreign languages	51
12.1.6 The parents' role in the motivation	52
12.1.7 The teacher's role in the motivation.....	53
12.1.8 Factors influencing motivation.....	54
12.1.9 Plans for the future	55
13. The results and the interpretation of the data	56
13.1 The interpretation of the results of the single questions.....	57
13.1.1 The first question.....	57
13.1.2 The second question	57
13.1.3 The third question.....	58
13.1.4 The fourth question.....	59
13.1.5 The fifth question	61
13.1.6 The sixth question.....	63
13.1.7 The seventh, the eighth and the ninth question	65
13.1.8 The tenth question	67
13.1.9 The eleventh question.....	68
13.1.10 The twelfth question	68
13.1.11 The thirteenth question	70
13.1.12 The fourteenth questions	72
13.1.13 The fifteenth question.....	74
13.1.14 The sixteenth question.....	74
13.1.15 The seventeenth question	76
14. The interpretation of the hypotheses	78
15. The interpretation of major question	80
The conclusion.....	81
Works Cited.....	82

Appendices	84
Tables.....	85
The questionnaire	98

The introduction

The Diploma Thesis deals with motivation. The Diploma Thesis pursues to find out and compare motivation of students attending lower and upper secondary schools for studying foreign languages. Motivation is very important issue these days as many teachers find it very difficult to grasp it. They are not sure how to promote motivation in their classes, how to arouse and sustain their students' motivation. The theoretical part of the Diploma Thesis presents the definitions of motivation and related concepts. Approaches to motivation and theories of motivation are described as well. Then the school motivation is taken a close look at. In the final part of the theoretical part status of the English language is discussed.

The main concern of the Diploma Thesis consists in the practical part which constitutes the main body of the Diploma Thesis. In the first section of the practical part focus, major question and hypotheses are put forward. The research deals with comparison of motivations for studying foreign languages of the students of these schools. Only the first and the final years of the lower and upper secondary grades are surveyed since the development of motivation is investigated as well. The relationship between motivation and the attitude to school attendance is also a subject of the research alongside the relationship between the attitude to foreign languages education and motivation of the students for studying foreign languages. In the first section of the Diploma Thesis also research methodology is clarified. Then, the schools at which the research was carried out are introduced. These are Střední průmyslová škola Potravinářských technologií, Gymnázium Jana Nerudy, Základní škola Veltrusy and Základní škola Červený Vrch. In the theoretical part of the Diploma Thesis the questionnaire is described and the function which each item in the questionnaire serves is clarified.

The second section of the practical part of the Diploma Thesis presents the results of the research. Firstly, each question is examined and then the results of the central focus and of the hypotheses are presented.

The theoretical part

1. Introduction to the theoretical part of the Diploma Thesis

In the theoretical part of the Diploma Thesis the subject matter of motivation will be elaborated on. Firstly, several definitions of the concept of motivation will be introduced. Then, various principles of motivation and approaches to the issue of motivation will be presented. After that the key concepts will be defined. These are behaviour, the need and its various kinds, the motive, the incentive, motivational conflict, frustration, (deprivation) and stress.

Subsequently, the theories of motivation will be dealt with. They differ considerably due to the fact that the specialists who came up with them represented different psychological schools and approached the world and life in different ways. These theoretical points made by the acknowledged specialists will be characterized. It must be pointed out that the issue of motivation is immensely complex and there is no theory which would be acknowledged as prevailing over the others.

The Czech specialists in the field of motivation introduce motivation and the key concepts in the same way that the foreign specialists in the area do. The same can be said about the way that the main theories are described. Nevertheless, the Czech authors differ in the amount of the attention given to the particular theory and the way that they challenge it. For the purpose of the Diploma Thesis the knowledge about the issue of motivation and theories of motivation was gained mainly from the books written by Czech authors Isabella Pavelková and Milan Nakonečný. One of the cited books by Isabella Pavelková was not written only by her, though. It is the book *Psychologické otázky motivace ve škole*. The co-writers were Vladimír Hrabal and František Man.

The characterization of the theories will be based largely on the publications of the above-mentioned Czech authors. Then it will be compared with the information about them in English literature which was managed to get hold of in the Czech Republic. These are the articles which can be accessed freely on the internet. The sources of the articles are Language Journals such as *The Modern Language Journal*. From the authors a Hungarian specialist Zoltan Dörnyei can be mentioned.

The Diploma Thesis falls under the methodology of the English language area thus the the attention will be paid to the motivation of learners. Learners, their motivation, their needs, aspirations, rewards and punishments which they get will be devoted close attention. The achievement motivation will be greatly focused on.

In the end of the section about motivation factors and components fostering and promoting motivation will be elaborated on since they provide an interesting area to explore and might bring about new discoveries.

This means that the broad issue of motivation will be eventually restricted to the motivation for studying. This section will be largely based on books written by a Czech specialist in the field Isabella Pavelková since she has been occupied with the topic of motivation for the past thirty years. She has conducted a great deal of researches regarding motivation as well as published many books on this topic. She is also acknowledged as a specialist abroad. Her ideas will be compared with those of Jeremy Harmer and James Scriveners who do not need to be introduced at Department of English language and literature.

In the tail end of the theoretical part of the Diploma Thesis the status of the English language will be considered. The reasons why this language has gained the status of the prime global language will be set out. The arguments presented here will be those of the British linguist David Crystal as he has summarized them in the book *English as a Global Language*.

2. The concept of motivation

The topic motivation is largely discussed nowadays and not only among teachers. At the Faculty of Education it takes mainly the connotation which has a lot to do with school environment. But the concept does not represent only school motivation.

It is mainly a psychological concept. Nakonečný argues that a person is motivated for a particular behaviour all the time (106). This argument proposes the idea that whatever a person does has its reason and for a purpose of gaining something which they need. Nakonečný goes on saying that all behaviour has its direction, power and duration. And these aspects are all determined by motivation (Nakonečný 106). The mentioned author adds that all behaviour is very likely to be deliberate and one does not have to be fully aware of it (Nakonečný 5). All this is very important for the good grasp of motivation. Motivation controls our life. All our deeds are motivated.

We are born with instincts. Nakonečný came up with a concept *inborn motivational system* (Nakonečný 75, as translated by Věra Stránská). According to him, the *inborn motivational system* plays a major role when securing elementary physiological functions. They are fulfilled by the activities about which nobody thinks and which everybody performs unwittingly. People and animals are able to cope with basic life situations due to the fact that they were born with instincts and reflexes which make up the inborn motivational system (Nakonečný 75).

It has been said that all behaviour is motivated. This assertion implicates the question why. In the introduction to his publication *Motivace k lidskému chování* Nakonečný tells the readership that one of the most important tasks which psychology has been dealing with has always been to answer the question: “*What makes the people behave the way they behave*”(5, as translated by Věra Stránská)? The author says that the behaviour must always be viewed in the connection to the particular situation since the behaviour highly reflects on the situation (5). Everybody is different and Nakonečný says that the behaviour is largely a result of the upbringing and experience (5).

People, as well as animals, behave in a particular way all the time. They have motives to do so. Some of the actions are deliberate and some are even unintentional. The next lines will provide the explanation which will help obtain answers for these questions.

2.1 The definitions of motivation

Several definitions by different authors will be offered in this section. There are two points to note here. Firstly, there exist broad viewpoints alongside the narrow ones on motivation. The definitions differ. Secondly, both the Czech specialists Pavelková and Nakonečný provide more definitions including those by the other specialists. As for the author of the Diploma Thesis and her knowledge in this field there is no definition which would achieve the status of the only true one. A lot of definitions, which have been encountered, restrict the motivation to only learning environment, especially in the articles from the various journals and methodology books. Such definitions will be given and elaborated on later as it was indicated above.

It has already been argued that motivation influences our behaviour. It can influence it in either positive or a negative way. Nakonečný promotes the idea that motivation participates in the mental regulation of actions (6). He continues saying that it helps accomplish one's goals to a large extent (6). Motivation gives reasons for our actions. When a criminal commits a crime the police go after their motivation. It is something deep in the mental and physical body which compels human beings to do something. It is a power which propels life.

Nakonečný mentions J. Nuttin's understanding of motivation which consists in the energizing of the organism and orientation towards the aim (6). It means that a human being or an animal are spurred to perform an action. There is something exceptionally powerful which drives them. They barely think about what they are doing. It creates the impression which is very close to *the behavioural theory of motivation* which is concerned with stimuli and reactions. More about it will be in said the section Theories of motivation.

Nakonečný then mentions P.G. Zimbardo and explains that he pointed out that there was a considerable variability in people's behaviour (Nakonečný 6). There are no two persons

whose behaviour in the identical situation would be the same. This follows up on what has been said about the role of experience and education in our life.

Pavelková specializes in Educational psychology thus her knowledge will be utilized a lot later. Nevertheless, she and the co-authors came up with a broad definition of motivation which is of use here as well. They say: “*We understand the motivation in its broadest meaning as a sum of factors which incite, direct and maintain human behaviour. The research of motivation of human behaviour is a search for the answer of the question why a human behaves in a particular way and what the reason behind their behaviour is*” (Hrabal, Man and Pavelková 16, as translated by Věra Stránská).

This definition is very similar to those described earlier as Hrabal, Man and Pavelková also question people’s behaviour. In other respects it lays stress on the factors which are responsible for motivation. Besides, it deals with the concepts of a person finding themselves in a situation and having a plan to behave in a yet unspecified way with which the factors should help.

The approach of Hrabal, Man and Pavelková to the issue of motivation does not differ much from that of Nakonečný. This might be due to the fact that both of them proceeded from the same or very similar sources. They both ask the core question why. Why do human beings and animals behave in a way which they behave? What makes them do what they do?

Hrabal, Man and Pavelková go on explaining that motivation has its *content* and *processual* aspect. (16, as translated by Věra Stránská). These two aspects refer to the conception of motivation which emphasizes either the *content* aspect or the *processual* aspect. The *content* aspect refers to the saturation of the need (16). For example one is hungry. One feels the pressing need for food which is getting more and more urgent the longer one is left without food. And the more urgent the need is the more one is losing the ability to focus on something else (This is the Maslow’s well-known *theory of needs* which will be discussed shortly). When one finally gets hold of food and eat it the fullness of their stomach shows that the need for food has been satisfied. On the contrary, the *processual* aspect relates to the process of the activity. The process itself fulfils the need. One is eager to do sport. The process of exercise is what makes them feel happy and satisfied. Or the need for education fits here. It is the process which stands out.

The resultant conception of motivation takes it as the integrity of both of the aspects (Hrabal, Man and Pavelková 16). This suggests that it would be unwise and simplistic to be striving to separate motivation into two independent and different pieces.

One more point is essential to be made here. Nakonečný says that Maslow spoke about motivation being subjective. A person is motivated when they subjectively feel a need to do something; alternatively they can desire or hope to do something (Nakonečný 165).

2.2 Different approaches to motivation

Nakonečný and Hrabal, Man and Pavelková write about different approaches or in other words principles of motivation. Pavelková mentions *the hedonistic approach* (Hrabal, Man and Pavelková, *Psychologické otázky motivace ve škole* 15, as translated by Věra Stránská). She argues that this approach focuses on the achievement of pleasure and avoidance of displeasure. Thus people perform or would like to perform only actions which bring about pleasant sensations. Those causing the unpleasant ones would be best eliminated. The author of the Diploma Thesis considers *the hedonistic approach* (15, as translated by Věra Stránská) simplistic and rather denigrating for a human being, especially the literate one. However, the principle does not apply to humans only.

Moreover, should the need of avoidance of pain be taken into consideration, the author of the Diploma Thesis thinks that the avoidance of displeasure can be employed in such a situation. And other fundamental needs can be thought of, too. *The hedonistic approach* can be made use of with all the fundamental human needs. But as one goes up in the Maslow's pyramid of needs it is getting more and more complicated to apply this approach. In its basic meaning it works all the time but life is more complex and a human being has the ability to carefully consider their actions before they proceed to them. Very often one gives way to something less pleasant for the respect of the other people or because it is relevant and more important in the particular situation.

Hrabal, Man and Pavelková then come up with *the cognitive approach* (15, as translated by Věra Stránská). According to this approach, one tries to consider in a very careful way a

concrete situation before deciding how to act in it. Similarly, Nakonečný mentions *cognitive clues* (Nakonečný 17, as translated by Věra Stránská). These clues control our behaviour. According to Nakonečný, before coming to a decision about their behaviour one carries out a detailed analysis of the situation. Nakonečný argues: “*Cognitive analysis of a situation determines the instrumental pattern of the behaviour*” (17, as translated by Věra Stránská). This means that there are many ways of behaviour. Every situation offers different ways of behaviour and it is up to everyone which of them they decide to choose. This leads the author of the Diploma Thesis to the role of experience and learning in everyone’s life again.

The equilibrium principle (Hrabal, Man and Pavelková 15, as translated by Věra Stránská) deals with a natural equilibrium of the inner environment of an organism. If this is violated an organism is in the need of restoration (15). More precisely, the organism is greatly motivated to restore the equilibrium. Such a state of organism is called a need. The sooner the equilibrium is restored the better for the organism since it highly suffers in the meantime it is restored. (15). Let the following situation be considered; an organism suffers from cold. They are shivering. It gives them goose bumps. All of this is happening because the organism is trying hard to protect itself from cold. What is more, the organism is under huge stress.

Nakonečný talks about the *physiological homeostasis* (Nakonečný 62, as translated by Věra Stránská) and relates it to the biological factors of motivation. According to Nakonečný, non-equilibrium of an organism brings about the biological needs which are to be satisfied (59). *Physiological homeostasis* forms the biological fundamentals of motivation (62). This goes along with what has been elaborated on above. Biological needs are the basic needs. They are on the bottom of Maslow’s hierarchy of needs. When they are not fulfilled it causes a great deal of stress to an organism. If this state lasts for a long time frustration and eventually deprivation are likely to show.

3. Biological and socio-cultural sources of motivation

In his book Nakonečný says: *“A human is equally a biological and a social being; the sources of their motivations are both the physiology of their organism (biological needs) and the social and cultural conditions of their existence which are connected to the needs of their being as a social being. Both of these sources of motivation can be separated but only at the level of the scientific abstraction since a human operates as one”* (Nakonečný 58, as translated by Věra Stránská). By this assertion Nakonečný is saying that the biological and social needs of behaviour are very much intertwined. The behaviour is grounded in the culture in which people live. Both of the sources of motivation should be in accordance. However, this is very often not so. What may happen will be discussed in the section about a motivational conflict.

4. The other concepts and their definitions

So far it has been dealt with the concept of motivation. Now, the attention will be slightly shifted towards the other relevant concepts playing a major role in the issue of motivation. These are behaviour, the need, the motive, the incentive, motivational conflict, frustration and stress.

4.1 The concept of behaviour

Nakonečný defines behaviour in the connection to motivation as an instrumental activity which causes the satisfaction of the need (27). Motivation is understood as a process of elimination of some kind of a deficit. The deficit can be either physical or social (27). The deficit signals that the organism is the need of something. If the *equilibrium principle* were to be applied it could be said that the homeostasis of an organism was violated and it instantly needed to be restored. This is what is called a need. An organism needs many things and there is hardly ever time when it would be fully satisfied. Nakonečný adds that: *“to need something means to lack something or more precisely to be sustaining a state which is necessary for maintaining trouble-free physical or social functioning”* (Nakonečný 27, as translated by Věra Stránská). The person is short of something and seeks a way to establish a better state.

4.2 The concept of the need

Hrabal, Man and Pavelková consider both the inborn and acquired needs as motivational factors of disposition (17, as translated by Věra Stránská). The need cannot only manifest that an organism lacks something. An organism can as well suffer from having too much of something (17). A further explanation is not provided here. The author of the Thesis understands this in a way which is very close to a motivational conflict which will be clarified later. She has the idea of having so many meals to opt from in a restaurant or facing the choice from so many appealing books.

There are many kinds of needs. Hrabal, Man and Pavelková mention cognitive needs, social needs, needs for power and prestige and needs for positive relationships. She describes them in connection with a learning process.

4.2.1 The hierarchy of needs by Abraham Maslow

It is suitable to offer an overview of Maslow's hierarchy of needs here. Pavelková describes it in her publications as well as Dörnyei does in his survey article *Motivation in second and foreign language learning*. In this article Dörnyei includes the hierarchy in the goal theories and substitutes the term need with the term goal (120). In the field of motivation the needs are something which requires being satisfied. Can the same be stated about goals? Motives are the resultant states or in other words the goals as it will be revealed later when discussing motives. The author of the Diploma Thesis then is of the opinion that Dörnyei's approach is simplifying and does not agree with him on that issue.

Dörnyei just offers five classes of needs which were distinguished by the American psychologist Abraham Maslow (120). The five classes of needs are arranged in the hierarchy which is usually presented like a pyramid. Hrabal, Man and Pavelková say that Maslow assumed that human needs were developing gradually due to their value for existence (18). Thus in Maslow's conception every lower-developed need should be satisfied before the higher one becomes frustrated. However, Nakonečný argues that according to Maslow, this symbolizes just a tendency (Nakonečný 165). It means that the whole of the pyramid shows a tendency which can be applied to someone but is scarcely likely to match everybody. This follows up on what has been said about subjective nature of motivation.

Each of those classes encompasses many needs. These are physiological needs, safety needs, love, esteem and self-actualization (Dörnyei 120). Physiological needs are the need for breathing, food, warmth, sex and other well-known needs. Safety needs stand for the ones which we usually do not realize either these days, for instance, the need for a family, health and property. Higher are the needs for love and intimacy with a partner and other close people. The esteem needs include needs for success, confidence, respect and autonomy.

These four classes of lower-developed needs are called deficiency needs since they stand for deficits in biological or social sphere of a human being. Motivation for their reduction brings about the meeting of the needs. These needs cause rising tension which calls for being reduced. The higher the tension grows, the stronger the need gets and the more frustrated the person becomes (Nakonečný 100). Nevertheless, it is different with the higher-developed needs.

But the reduction of the rising tension is what is not right and welcome with the higher-developed needs. Since Maslow called these needs the growth needs the person finds it pleasant to feel the tension of the need not being satisfied. Induction is what operates here as against the reduction which works with the lower-developed needs (Nakonečný 100). The tension is destined to be sustained and that is what drives the person to work on themselves, to do their best to achieve their goals. And when that need is met another one arises instantly. Nakonečný points out: *“According to Maslow the lower-developed needs can be satisfied by the mechanism of reduction, whereas the higher-developed needs are insatiable by the mechanism of induction”* (Nakonečný 100, as translated by Věra Stránská). The inability of the need to be satiated is what is felt as pleasant by a person (100). Their motivation is sustained. It never dies down.

In another part of his book Nakonečný gets back to the topic of self-actualization and makes the following point: people whose elementary needs are satisfied and they can therefore focus on meeting the other needs are more matured and human than the others. They are able to reach “meta-needs” (166). Being able to free themselves from securing of the elementary needs makes them independent. They can transcend their world and devote their life to something higher. What makes the situation more complex is, though, that this can occur even when the basic needs are not being satisfied even in a long-term way (166).

It would be most unwise to claim that a person cannot feel the need for achievement when they are going through an illness (this serves as just an example). It is widely understood, though that the elementary needs come first and only after it is the higher ones’ turn. But it needs to be realized that the matter is very complicated.

Thus, especially the concept of the uppermost need: the need for self-actualization has not yet been fully clarified. The specialists’ opinions on this issue are divided.

The author of the Diploma Thesis considers herself as having a very developed need for self-actualization. She realizes the pressing need for transcending herself and her potential. She has identified with the concept of the insatiable need and has been coping with it all her life, the years spent at the university in particular. However, she is not sure yet whether it is the only right way for her because such an approach brings about a large amount of stress. On the other hand, the wonderful feelings after each achievement make it worthwhile.

4.3 The concept of the motive and the incentive

A motive is the goal towards which motivation is directed. It is the resultant satisfaction of the specific need. Motive is the reason why the organism engages in an activity. Hrabal, Man and Pavelková point out that it is essential to look at the motives in the connection with the needs (17) (as well as with the incentives, they will be discussed straight after the motives). Nakonečný describes motive as *a current motivation* (17, as translated by Věra Stránská). This stands for a particular situation when one feels strong motivation to achieve something. But Nakonečný remarks that the person must be in a state of eagerness. He gives examples of a thirsty person who longs for a beverage. Their motive is a state of quench of the thirst (17). A motive make human being and animals motivated but it is not the tangible thing which promotes the motivation. That is the incentive. These two terms must not be confused. A motive is a state or a sensation which will be achieved when the need is met.

It is evident that not only motives and incentives interact. They are logically linked to needs as well. Motivation consists in a logical system of relations and processes.

The incentive can arouse the activity. This “can” is crucial since if one is provided with nicely-looking meal after having just finished their dinner they will probably not be motivated to start eating no matter how delicious the food looks. Hrabal, Man and Pavelková define the incentives in a following way: *“They are the stimuli, phenomena or events which have the ability to create and mostly fulfil the human needs. We can distinguish between positive and negative incentives; the positive ones bring about behaviour aiming towards them (food). The negative incentives bring about behaviour which is directed from them (a threat)”* (17, as translated by Věra Stránská). It means that the incentives are able to fulfil the human needs and this state of fulfilment is the motive which tempts them to immerse in the activity.

One more thing needs to be made clear here. When speaking about motivational processes Pavelková mentions that there are two ways of inciting a need. The first one is the incentive which has just been dealt with. But the need is not always aroused by the incentive. The organism can be prompted to an action when going through a long-lasting period during which the need has not been fulfilled (20). One can be hungry because they have not been eating for some time and moreover it is the time they usually have some food. Or a situation can occur when one is not quite hungry because it has been just a while since they ate something but then they catch a glimpse of wonderful, excellent-looking, mouth-watering food and out of the blue they are struck with hunger. The food playing the role of the incentive has made them hungry.

4.4 The concept of a motivational conflict

Sometimes a situation arises that a person finds themselves going through a motivational conflict. Such situations are very common. As Hrabal, Man and Pavelková say the motivational process gets rather complicated here. It may occur that two or more needs are incited all at once. They can be both positive and negative (20). For the conflict of positive incentives a following example can serve: a person choosing from two equally marvellous partners. Conflict of two negative incentives can be demonstrated by a necessity of going to work. When a person decides to stay home they are taking the risk of being dismissed. One can also get into a situation which seems positive at the first glance but it is not so in all respects. For example, a student would love to go out but they are taking an exam the following day.

Hrabal, Man and Pavelková talk about one more motivational conflict. They give an example of a person in a shop opting from several products whose quality and price markedly differ. This conflict is a conflict of several positive and several negative incentives (21).

Many people encounter such situations every day or almost every day (it depends on the life style). They know the unpleasantness of it and the feelings it usually evokes. One of the very common feelings which can occur as a reaction to a motivational conflict is frustration (Hrabal, Man and Pavelková 21). Frustration can be caused by the state when a satisfaction of

a need is prevented (Hrabal, Man and Pavelková 20). This is related to the motivational conflict.

4.5 The concept of frustration

As it has been indicated above the concept of frustration is not a simple and straightforward one. There are many approaches to it. Nakonečný clarifies that frustration encompasses three phenomena. According to him, they differ from each other but simultaneously they relate to each other (121).

Firstly, frustration can denote the outer conditions when an obstacle comes between a person and their need or the goals (Nakonečný 121). It labels the situation which a person is going through. They had a plan, for instance, to have a baby but now they have come up against a barrier. The significant characteristic is that a person might have but also might have not taken part in what is now a hopeless situation.

Secondly, frustration stands for then inner state which is experienced by a person (Nakonečný 121). As such it is highly individual. Nakonečný argues that frustration is characterized by the surge of emotions and inner tension. Such feelings are accompanied with the motivation for overcoming the barrier. However, not everyone possesses such motivation. There are people whose motivation would grow. They are very ambitious. On the other hand, some people are not that strong. And in case such a situation keeps repeating their motivation is likely to be lost.

The last instance of frustration refers to the particular manners which are brought about by the situation of the goal having disappeared in the distance (Nakonečný 121). A person strives to come to terms with the exceedingly difficult situation. Nakonečný points out that a person very often acts unwittingly. They are driven by the urge to get rid of the tension because an organism always does their best to both restore the equilibrium as well as to avoid the uncomfortable situations (121). If the state of frustration is prolonged it might develop into deprivation.

To clarify it, there exist situation of frustration, state of frustration and frustrated behaviour. In addition, everybody has their own frustration tolerance.

The discussion about frustration has revealed that the interpretation of frustration is fragmented. There is a popular belief among people that frustration is just the state of going through a difficult period of life.

4.6 The concept of stress

As Nakonečný emphasizes the terminology concerning stress is not united either (133). There is popular belief that stress equals the situation which causes people to feel stressed out. However, Hans Selye who came up first with the term stress formulated it as the reactions to extremely demanding situation. In such conditions the organism needs to quickly accumulate all the energy it has in store to defend itself. It is a complex of regulatory mechanism which every organism possesses since the homeostasis must be maintained otherwise the organism might be endangered.

Thus stress is in fact the symptoms which human as well as animals have when experiencing a stressful situation (there can be many of it, they are very well-known). What is usually mistaken for stress are the outer factors. These are the situations, the conditions which are demanding. They are called stressors. A stressor does not equal to stress. Two kinds of stressors can be distinguished: eustress and distress. The former stands for the “good” stress. A person is prompted to quick action which is within their ability. A person feels motivated. They work harder and more effectively since the organism has been made for it (the physiological reactions, which are not needed anymore, are left aside). Distress symbolizes enormous stress which eventually might be overcome but is extremely demanding and can lead to a total exhaustion.

Stressful situations are coped with differently by different people since people’s bodies, tolerances to stress and reactions are diverse. What is positive, though, is the fact that the inborn conditions can be improved.

4.7 Theories of motivation

For the sake of brevity just the most influential theories will be described. All the above-mentioned authors as well as the others who will be mentioned later point out that a huge progress has been made in the field of research on motivation. New theories have emerged in the past twenty or thirty years (Dörnyei 117). These theories relate to the school environment. Therefore they will be dealt with in the next section which focuses on learners' motivation. *Self-determination theory* and *value-expectancy theory* will not be elaborated on now. In this section just general overview will be presented.

Nakonečný points out that there is no theory which would be universally acknowledged as the most powerful (148).

Nakonečný writes about one of the most famous theories which is that produced by Sigmund Freud. It is *the psychoanalytical theory of motivation*. It is important to note that this theory can be applied to people but not to animals.

Freud was confident that a human life is full of suppressed tendencies mainly the sexual ones. He argued that they could not have been satisfied and thus they had been transformed into something else (152-155). Usually it turns out to be a sport activity or a different interest but very often also various physical symptoms. A human's life is then controlled by unconscious motives. Nakonečný gives examples of slips of the tongue which can in fact reveal the true state of things. Motives determine the purpose of behaviour and "*purpose of behaviour then represents the motivation*" (Nakonečný 155, as translated by Věra Stránská). It means that a human life or more precisely human motivation is controlled by many unconscious tendencies which are difficult to be influenced but they are crucial. It is more than convenient to disclose them. This theory is highly beneficial for the issue of motivation.

Behavioristic theory of motivation is very famous. Contrary to the preceding theory, it was formulated on the basis of researches carried out on animals (Nakonečný 157). The theory of motivation is somewhat simplistic which is evident since they still promote their narrow definition of the concept of motivation which is as follows: "*a process of energizing of behaviour which is expressed by the key concept "drive". The focus of behaviour is on the function of learning*" (Nakonečný 158, as translated by Věra Stránská). The drive is

responsible for the changes in people's and animals' behaviour and can be measured. The core of this theory lies in the regular cycle when a stimulus is followed by a reaction (Nakonečný 157-162). Nakonečný gives example of a rat which notices food at the opposite side of the place. It then runs to it only to be struck by electroshocks and consequently taken back to the beginning (158). Similar experiments could not have been carried out on people, of course.

Behavioristic theory of motivation is interesting and it underlies the whole research of motivation. However, motivation is a complex phenomenon. Especially humans' motivation is not sufficiently reflected on by behaviourists. Nakonečný presents his arguments why everything which is put forward by behaviourists cannot be made use of with people. Human beings are different from animals. Their motivation relates to living, environmental and social conditions, experiences and many other factors which come into play in every situation (158). Such circumstances are not adequately taken into account.

The last significant theory of motivation is, according to Nakonečný, *the humanistic theory*. As the name suggests, it is focused on a human, their abilities and full development of their potential (163-164). Nakonečný argues that it is too declarative and separated from empirical base (163).

Humanistic theory of motivation can be included among the theories dealing with values and expectancies since the prime issue here are values (Nakonečný 164). A person is still in tension and in the need of something. They long for transcendence and self-actualization. The latter alongside with the self-realization are the main concepts of the theory of motivation in humanistic psychology (Nakonečný 164). Abraham Maslow was one of the most prominent representatives of humanistic psychology. The *theory of needs* has already been described.

The author of the Diploma Thesis considers all three theories extreme and rather biased. She has gained the impression that every time a new theory emerges it is very likely to deny the preceding one or the others. Particularly, the theory of motivation in humanistic psychology turns to the human and presents them almost as if they were always in charge of the processes going on in their mind. This is in contradiction to *the psychoanalytical theory of motivation* which emphasizes the role of unconsciousness. *Humanistic theory* stresses the volition (Nakonečný 164). A human is thus independent and entirely responsible for themselves.

5. Motivation for studying

In this chapter a closer look at learners' motivation will be taken. It is the last chapter to deal with motivation. A well-known division of motivation will be offered as well as different approaches to motivation of learners will be presented. This chapter is based on the book *Motivace žáků k učení* written by Isabella Pavelková. Furthermore, several articles published in various language journals were made use of. Essential theories concerning school motivation will be described. Then the focus will shift towards *achievement motivation* and the relationship between a teacher and a learner. Last but not least, factors of motivation will be elaborated on and the chapter will be finished with succinct recommendations about how to incite and maintain motivation in the class.

One thing on which the specialists agree is the fact that motivation plays a crucial role in the process of education. Pavelková is confident that motivation has tremendous impact on both students' school accomplishments and their personality (7). Moreover, she says that without motivation the learning process cannot be effective and that a student is deprived of the opportunity to develop their potential (7). All teachers ought to bear this in mind and work on fostering motivation in their classes.

What matters greatly is the teachers' personality, their love for the subject and the children, their enthusiasm and vigour. All subtle details concerning the teacher, their appearance, their nature, behaviour, a current frame of mind and also the way that they approach the students and education can motivate the learners as well as discourage them from doing so.

5.1 Theories of school motivation

The significant theory of school motivation is that which divides it into *intrinsic* and *extrinsic* motivation (the division does not have to be so sharp as it will be revealed shortly). These terms are used in English-written literature as well but they come under a heading *Self-determination theory* (Dörnyei, *language learning* 121). As Lucas puts it in her study *Self-determination theory* deals with students' internal motivation, their inner affections for the subject and the external regulations (5). Dörnyei points out: "*Self-determination is seen as a*

prerequisite for any behaviour to be intrinsically rewarding” (*Foreign Language Classroom* 276). This specification goes along with Pavelková’s opinion only to some extent as it will be revealed shortly.

Pavelková defines *intrinsic motivation* in correlation with the cognitive needs. A student is more likely to engage in studying a subject which has captivated their attention or which at least seems interesting (16). It means that it is something coming from the bottom of the student’s heart. They do not have to be forced to learning. They might just be shown and encouraged. A student can be enthusiastic about a particular subject prior to meeting the teacher. However, a student’s involvement can be stirred up by increasing their curiosity, by eliciting and not presenting the subject-matter or by giving problematic tasks when a student is supposed to crack a particular problem themselves. Dörnyei (*language learning* 119) alongside Lucas (6) argue that a human is innately active and curious to explore the world. It has been some time since Jan Ámos Komenský too came up with such an idea. He was confident that every child wanted to be schooled.

Pavelková talks about the self-determination as well but only in connection to *intrinsic motivation* since in her conception self-determined behaviour at school illustrates the spontaneous behaviour freed from any pressure (18). What is more, Pavelková defines one specific type of motivation within the *intrinsic* motivation. She uses the English name for it: *flow motivation* (19). It symbolizes the total immersion in an activity (19). In other words, It is the state of a deep concentration when one feels the pressing urge to finish the activity and does not want to stop being involved in it unless one is over and done with it.

Extrinsic motivation is usually put into contrast to *intrinsic motivation*. Dörnyei says that: “*extrinsic motivation has traditionally been seen as something that can undermine intrinsic motivation*” (*language learning* 121). *Extrinsic motivation* stands for all the outer factors which prompt or more roughly compel a student to engage in a particular activity. For example, the upcoming deadline, school marks, rewards or punishments or it can be the necessity of speaking English these days or a desire to be enrolled at a prestigious school. But as Pavelková clarifies it has been proved that both of the types of motivation can very simply and very often complement each other (21). The relations between these two are very complex, indeed (21). The author of the Diploma Thesis understands it in a way that *extrinsic motivation* can only complement *intrinsic motivation* provided that it is already present.

The *extrinsic motivation* gets usually divided into four subtypes (Pavelková, Dörnyei). They are usually ranked according to their closeness to *the intrinsic motivation*. *The external regulation* is the most remote since it stands for the situation when a student starts doing something chiefly for outer reasons, these being usually some external factors (Pavelková 20). Another type is called *Introjected regulation* (Pavelková 20). This represents the acceptance of any obligation but not its internalization (Pavelková 20). The third type is already much closer towards the *intrinsic motivation*. As the name *Identified regulation* suggests it symbolizes the situations when a student has realized the importance of the obligations and is fully aware of it (Pavelková 20). The fourth type is *integrated regulation*. A student meets the obligations of their own will. They have fully integrated the regulation to their own motivational system (Pavelková 20).

5.1.1 Achievement motivation theory

All the authors speak about Atkinson in connection with *the achievement motivation theory*. Other specialists to mention can be Raynor, Heckhausen or McClelland (Pavelková 27). Dörnyei considers *the achievement theory* a beginning of *expectancy-value theories*. He says that the main principles of such theories are *expectancy of success* and *value (language learning 119)*. The latter one stands for the attitude which a student has towards the subject (*language learning 119*). As for the *expectancy of success* Dörnyei talks about *attribution theory*, *self-efficacy theory* and *self-worth theory*. *Attribution theory* is very well described at Pavelková's and will be given attention later.

Self-efficacy theory refers to the way a student judges their abilities. It relates to the way they perceive the tasks (119). This may include aspirations as well. It has a lot to do with student's self-confidence and self-image (Dörnyei *language and learning 119*).

Dörnyei says in his survey article that *Self-worth theory* lies in the need of being accepted both by the others and by themselves (119). This is one of the most important needs which a human has. This theory implies that a student strives to be perceived as good before themselves as well as before their classmates.

Pavelková puts emphasis on *the need for achievement* and *the need to avoid failure* (26, as translated by Věra Stránská). According to Pavelková, these two needs start developing at the very early age and relate to the *need for autonomy* (32, as translated by Věra Stránská). The main determinant is the parental behaviour, the suitability of their requirements and whether they encourage and praise their child sufficiently or not (Pavelková 32).

On condition that the demands are adequate a child gets enough encouragement and their effort is appreciated there is hardly anything which would stop *the need for achievement* from growing (Pavelková 32). On the contrary, if a child keeps failing because the requirements are impossible to comply with and they consequently receive criticism they are very likely to do their best to avoid such situations in the future (Pavelková 33). It is highly probable for such experiences to result in low self-esteem, lack of self-confidence and hardly any need for self-realization. This is extremely hard to come to terms with. It is natural for a human to avoid such experiences. It is then vital for a teacher to find out about such needs and try to help a child who has developed *the need to avoid failure*.

Attribution theory

One is surrounded with a world full of various phenomena and events and it is natural for them to try to figure out their sources and interpret them somehow. However, a person attributes things not only to the others but to themselves, too. At least basic knowledge of this attribution theory is of significant value to teachers, particularly. A child can interpret their success as well as failure in many different ways (Pavelková 44). They can play down their achievements and ascribe it to luck, simplicity of a test or a kindness of a teacher or they can play it up and say that it was too difficult and make excuses that they did not have enough time for preparation. It is important for a teacher to be observant and try to track down the students' ways of attributions of the causes.

Teachers make such attributions as well. It is called labelling. It makes their job easier and as such it is understandable (Pavelková 49). Teachers and students interact and influence each other. Teachers should be aware of how false first impression can be and that they can tend to get stuck in their minds even if they think they do not. It has been proved that a teacher's perception of a student can affect their performance and their motivation both in a positive and a negative way (Pavelková 51-55).

5.2 Construct of motivation according to Zoltán Dörnyei

Zoltán Dörnyei describes motivation as *a multifaceted construct* (*Foreign Language Classroom* 279). It is made up of many layers. He speaks about *the Language Level*, *the Learner level* and *the Situation level*. The first one represents general motivation concerning the language, the social and the cultural factors, the possibility of finding a better job or school in the future (Dörnyei, *Foreign Language Classroom* 279). As for *The Learner Level*, to put it in a nutshell, it stands for what has been said about student's motivation. *The Learning Situation Level* encompasses the teaching method, the teaching materials, the syllabus, the task, the teacher's personality, reward and punishment system, group cohesion and group goal-orientedness.

5.3 Recommendations to promote motivation for studying foreign languages

These recommendations are set out in the article *Motivation in second and foreign language learning* by Zoltán Dörnyei and in the article *Motivation and Motivating in the Foreign Language Classroom* by Dimitriou Thanasoulas. For the sake of brevity just a few of them will be given here and they will not be further elaborated on. As for *the Language Level* it is: pay attention to cultural aspects and enable students to be in contact with native speakers. Regarding *the Learner Level* the most fitting are: Try to develop students' self-confidence, self-efficacy and self-perceptions of competence. And when it comes to *Learning Situation Level* promote "correct" attributions, make your teaching attractive, arouse learners' curiosity, increase their involvement, be emphatic, promote their autonomy and responsibility, work on a teacher-student rapport, create supportive atmosphere, make students create realistic expectations, think of group norms and the relationships within the group and finally work on establishing group cohesion.

In conclusion, one note concerning the learner's motivation by Jeremy Harmer: "*Teachers are not, however, ultimately responsible for their students' motivation. They can only encourage by word and deed. Real motivation comes from within each individual*" (8).

6. Status of the English language

This chapter is the last section of the theoretical part of the Diploma Thesis. The necessity of addressing such an issue arose when carrying out the research. The questionnaires include two items dealing with the status of the English language. One of them asks directly about English and the other aims to find out the respondent's opinion on the question of the most influential world language. It turned out to be the English language.

The facts which will be presented here are based on the book *English as a Global Language* written by a well-known linguist David Crystal. In this book the author introduces the states which gave English official status alongside the states where English is encountered as a second as well as a foreign language. He gives the numbers of people being exposed to the language. He sets out the reasons for the English language having acquired the status of a global language. Crystal also talks about the cultural legacy of the English language. The final chapter deals with New Englishes and the very end is devoted to the possible future of the English language.

This chapter gives just a concise summary of the issue.

In his book *English as Global Language* David Crystal several times mentions the point that English very often found itself "*in the right place at the right time*" (78). It gives the impression as the language was confident enough to just naturally permeate through every place it met. It seems as if it got casually assimilated. And its confidence did not stop growing to present days, apparently. English-speaking people found it necessary to civilize the world largely by means of building up schools. With the development of the industrial revolution and continuing technological progress it seemed clearer and clearer that those who wanted to achieve something must have had at least a decent command of the English language (80).

The English language became a guarantor of achievement, an item without which one's access to a large amount of knowledge would be almost impossible (Crystal 79-85). That is to say, most of the innovations were of British origin (Crystal 80). In the twentieth century The United States overtook Great Britain and the world got fascinated by the innovations coming largely from The United States. People in advanced countries all over the world started being

exposed to English by just using these technologies. Crystal says that many people: *“have come to depend on English for their economic and social well-being. The language has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education. The convenience of having a lingua franca available to serve global human relations and needs has come to be appreciated by millions”* (29-31).

A common thread is weaving through the book. It is the reality that any other language apart from English has not managed to gain such an extraordinarily unique status (Crystal 189). The status is particularly unusual also because no other language in the history has achieved a similar status (Crystal 189). Crystal says that 1.5 billion people are fluent in English. He then adds that 30% of the world’s population is able to hold a conversation in this language (6, 27 and elsewhere). This makes the preceding number even higher. The number gets compared with 1.1 billion people speaking Chinese (6).

The reasons for this are not difficult to follow. The main one is that the United Kingdom used to be the most powerful country in the world. It colonized many countries in Africa and Asia. People speaking English started settling down in North America which was followed by settlers making for north. But English reached the south hemisphere as well. Many English speaking people ended up in Australia, New Zealand and South Pacific. The Main source of the settlers was Great Britain thence the English language spread (Crystal 41).

But what about colonialism? The expansion of the English language has occurred greatly due to the colonialism. English found itself occasionally serving the role of a lingua franca from the very beginning of colonialism (Crystal 51). The slaves brought to America were picking up English and so the pidgin forms of English originated (Crystal 51). But that is not the main way English to gain the status of the official language. It concerns the following states: Sierra Leone, Ghana, Gambia, Nigeria, Cameroon and Liberia (Crystal 51). In these countries there existed and still continues to exist an enormous number of languages and English represented a means of understanding (Crystal 79). It has represented a symbol of unity (Crystal 6). And also it has been considered a neutral language (Crystal 85). In other countries the English language had served a role in the courts, schools, the media and the government so it was not surprising that it received the status of the official language when they proclaimed

independence. The states being: Botswana, Kenya, Lesotho, Malawi, Namibia, Tanzania, Uganda, Zambia and Zimbabwe.

“The present-day world status of English is primarily the result of two factors. The expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century. It is the latter factor which continues to explain the world position of the English language today” summarizes Crystal in his book *English as a Global Language* (59). This definition expresses the current situation precisely. However, it must be added that the position of English is not unshakeable. Crystal compares it to Latin and French which used to have a great power in the past but the power eventually came to an end (190).

The ratio of people having English as their mother tongue as opposed to those who encounter it as their second language (Singapore, India, Malawi) or foreign language is 1:3 (Crystal 69). If the first and second language speakers are put together the number makes 750 million which equals to 750 million people learning it as their foreign language (Crystal 69). The latter group has been increasing. According to Crystal, the numbers will keep changing and they are more likely to be higher on the part of the foreigners learning English which is not a welcome state of affairs by British and American people (69). In another part of the book Crystal writes about the central Europe, Russia and states of former Soviet Union having largely contributed to this situation (28).

The English language is more than likely to maintain as well as not to maintain its face in the future now matter how strange this might sound. If it will remain a global language (which is questionable) it cannot be expected that everyone will use the Received Pronunciation, though. With the rise of New Englishes the simplification is inevitable. With the English being used at conferences all over the world the alterations of it are bound to emerge (Crystal 123-176). Crystal talks about the rise of a new dialect of English which he calls *World Standard Spoken English* (185). This dialect, according to the author, will be used or might have already been used at conferences and similar occasions where people with different mother tongues (including English) get together. *World Standard Spoken English* will be considerably simplified but formal English freed from idiomatic expressions and complex syntax. On the other hand, people will put emphasis on careful pronunciation and usage of central vocabulary (Crystal 185).

The practical part

7. Introduction to the practical part of the Diploma Thesis

In the theoretical part of the Diploma Thesis motivation and its various aspects were discussed. It was penetrated into the heart of the matter and a great deal of useful information was acquired. The definitions of the main concept of motivation and the other important concepts were offered. Various approaches to motivation were presented. Then, the attention was given to theories of motivation.

Subsequently, the issue of motivation was narrowed down to motivation of school. It was argued that there were two types of school motivation: *intrinsic* and *extrinsic*. The former one represents the inner motives for performing a concrete activity while the latter stands rather for the external motives which prompt a person to action (Pavelková, *Motivace žáků k učení* 16-21). The fundamental theories of school motivation were described.

Techniques of building up motivation at schools, sustaining it and consistently improving it were presented in the theoretical part.

Motivation has been the prime but not the sole focus. To explore the issue in a complex way a closer look at the current position of the English language was taken. The reasons for the English language becoming a global language were explained.

Hopefully, a coherent framework has been established in the theoretical part of the Diploma Thesis. It is going to be supported with the data which has been collected at four schools.

8. Lead-in to the research

Motivation is a relevant and attractive topic at the present time. There is no denying of the fact that being able to motivate students certainly ranks high among professional competences of a teacher. However, having all the classes filled up with present and strongly motivated pupils seems to be very hard to achieve. This occurs largely due to the fact that so many factors contribute to motivation. These are mainly the teacher, students (and many personal characteristics, hobbies and lifestyle of them which are being ignored at this moment), subject and subject-matter, climate, day of the week and time, the type of school and its location.

It is well known that motivation plays a fundamental role in the process of education. Motivation considerably determines the success of a learning process. The excited and eager learner is much easier to energise and teach than the bored one. Many specialists and teachers have been trying very hard to work out how to achieve high motivation in classes. The matter is not easy and straightforward and can be neither simplified nor underestimated if one wants to profit from the enjoyable and successful lessons. Teachers are well aware of the fact that lack of motivation can lead to a total loss of pupils' involvement at school. Contrary to this, adequate motivation can provoke and help sustain interest in school activities. It is self-evident that it requires a competent, conscientious, creative and persistent teacher.

9. Presentation of the research

The research concerns motivation of students who attend lower and upper secondary schools. Their age varies from 11 to 21. They have been chosen because they are professionally the target group of the author of the Diploma Thesis. She intends to teach children and adolescents of this age.

In the research general issues concerning pupils' pleasure in going to school and learning foreign languages will be investigated. Next, their motivation for studying foreign languages will be discovered. Then the assessment of their motivation and stimulation for studying which they receive from their parents and their teachers will be studied. Also the evaluation of the factors by learners according to the function they fulfil in their motivation for studying foreign languages will be looked into. In the end learner's plans for the future will be discussed.

9.1 Central focus and major questions

Central focus of the thesis is on drawing comparison between students' motivation for studying foreign languages at different schools. Pupils attending the sixth and the ninth class at Základní škola Veltrusy and at Základní škola Červený Vrch in Prague will be compared. Two upper secondary schools were included as well. These are Střední průmyslová škola potravinářských technologií and Gymnázium Jana Nerudy. Students of the first and the final years at these schools were asked to fill in the questionnaires. Both of these schools are located in Prague.

The comparison will be a broad one since the first and the final years at every school will be compared. Then the same classes always between two schools of the same grade will be compared, that is the sixth and the ninth year in Veltrusy with the sixth and the ninth year in Červený Vrch. And it will work the same way with the upper secondary schools. Always the motivation of students who are the same age will be compared.

In the end, overall motivation for studying foreign languages of each school will be compared with motivation of another school. All four schools' motivation will be compared with each other.

What is pursued to be discovered is whether the motivation of schools differs or not. This is the central aim. Is the children's motivation of the two distinct lower secondary schools comparable or not? If so, what can it be put down to? What about upper secondary schools? Does their motivation vary? There is a comparison between each lower secondary school and each upper secondary school. Are there any differences to be perceived? If there are some, what are they grounded on?

Then the differences between girls' and boys' attitudes to their school, to their parents, teachers and future plans will be elaborated on. The respondents' motivations will be a subject of a discussion. Are there any analogies to be made between the way girls and boys assess their motivation? If not, are there any reasons to support it? Will the results of comparison between girls' and boys' motivation stay the same if it is narrowed down to the level of a particular school?

9.2 The main hypothesis

Furthermore, the following questions can be posed. Does the motivation observe any rules of development? There is the assumption that the older the pupils are, the higher their motivation for studying foreign languages is. The students are older and wiser, especially the ones who are now in their final year at secondary schools. They have the secondary school-leaving examination ahead of them. It must or at least should be strong motivation, particularly now when the state secondary school-leaving examination has been enacted.

Admittedly, not only the state secondary school-leaving examination should act as an incentive for studying foreign languages, particularly English. People live in a multicultural world and younger people might realize this even more since they have been meeting more people of distinct nationality at schools than the previous generations did. Also schools have been dealing with the topic of multicultural education a lot these days. Thus, generally speaking, students do not consider it strange or even peculiar meeting different people any

more. The present western civilization, in which the people in the Czech Republic live, has been bringing people together regardless their nationality. People migrate in search of work, better living conditions or because they simply wish to live in a different country for which there can be many reasons.

The Czech Republic is not an isolated country any more. It has been opened up to the world. Czech people, especially the young ones, take the advantage of the possibility of travelling abroad and working there a lot. This possibility brings about the necessity of communication in a foreign language. To follow up, in Europe the boundaries between states have been losing their primary function. United Europe needs a common means to communicate. Although there are many (official) languages in The European Union, some of them stand out among others. These are English, French, Spanish and German. The Czech citizens have been under pressure to learn foreign languages even more than others. This can be applied to other post-communist countries as well (Crystal 28). This factor has been included to the above-mentioned question in the research. It can be asked to what extent the respondents feel under to learn foreign languages?

Moreover, films in English have been being watched a lot and the same can be applied to computer games. People are flooded with posters, signs, advertisements and many other things written in English. It is getting almost impossible to flee from it. It feels as if one cannot do without knowing at least a few English words. Young people are said that they can achieve nothing with limited knowledge of foreign languages.

9.3 Status of the English language and the other hypotheses

It is undeniable that the English language has acquired a chief status of the most significant international language (Crystal). This is true worldwide as well as within The European Union. It is crucial for young people to have a good grasp of this language if they want to be successful.

There is a remaining trend of people studying and/or working abroad. But moreover, international concerns have been establishing their subsidiary companies in the Czech Republic. They and not only they require the knowledge of at least English. To this there is a

relevant question to be examined in the research. To what extent do the Czech students of upper and lower secondary schools feel motivated to learn foreign languages by the factor of a future job? Is there any striking difference between pupils at lower secondary schools and those at upper secondary schools? And besides, there is a factor of the future study. It will also be found out whether these two factors correlate with each other.

There is another hypothesis which says that the older students (students of upper secondary schools) realize the importance of the knowledge of the foreign languages more than the younger ones. The older students have already obtained a better orientation in the world and in the job market. They are more likely to devote more time to thinking about their future, about what they would like to do with their life and who they would like to become.

An interesting hypothesis to put forward is that the children and adolescent who will express in the research that they like going to school will consider themselves motivated for studying foreign languages. It will be found out whether there is or is not a correlation between these two variables.

There is another hypothesis to be made. The questions are: is there any direct relation between the fact that someone likes or dislikes studying foreign languages and the degree of their motivation? In this case the correlation method will be employed as well. It is assumed that the results will show that these two variables do correlate with each other.

10. Information about respondents and schools

The research has been conducted at four schools. Two of them are lower secondary schools and the remaining two are upper secondary schools. The schools are referred to by their Czech name. All questionnaires were filled in by the students during the English classes. The return of questionnaires was 100% but not all the answers could be made use of since some of the questionnaires were incomplete. In total 171 questionnaires were analyzed. 81 respondents were girls and 90 respondents were boys. Only one class of the first year and one class of the final year were always addressed.

10.1 Střední průmyslová škola potravinářských technologií

At Střední průmyslová škola potravinářských technologií 27 students participated in the research. They only make up 15.79 % from the total amount of respondents. It is due to the fact that students here are usually divided up to many groups so only limited amount of students was reached.

Střední průmyslová škola potravinářských technologií is a continuator of the distillery and brewery school founded in the then Austro-Hungarian Empire in 1868. In 2005 the school merged with Vyšší odborná škola ekonomických studií. They both are located in Podskalská Street near Palackého Square. 52 teachers teach there. 344 students study in full-time study and 96 students study while working.

According to the School Educational Programme, which is available at the school web page, there is a wide space devoted to language education in the curriculum so that students can acquire necessary skills. The levels of skills in the first foreign language are verified at the secondary school-leaving examination. In the second foreign language, which is not studied obligatorily at majority of the branches of studies, they obtain the fundamentals which enable them to lead a general conversation. For the first as well as the second foreign language students choose from English and German. There has been a prevailing trend in the past few years that students opt for English as the first foreign language. Time schedule for language education is 3 lessons per week for the first foreign language and 2 lessons for the second.

10.2 Gymnázium Jana Nerudy

This school ranks among the best grammar schools in the Czech Republic and simultaneously it is one of the oldest schools. Since the study lasts for six years here, students of the third and the sixth year answered the questions. Altogether 52 questionnaires were received. The most of the questionnaires were received from this school. They make up 30.41% from the total amount.

The grammar school is situated in Hellichova Street in Újezd. It has a long well-established tradition. The teaching started on 6th of October 1865. 74 teachers teach 827 students. As for the language time schedule it is obligatory to study two foreign languages throughout the whole study. It is mandatory to have the English language as the first foreign language. As for the second they can choose between German and French. The languages are scheduled in the following the way. The first language is taught three times a week with the exception of a final year when it is increased by one lesson. The second foreign language takes up three lessons per week throughout the whole study and in the fourth year there may be one extra lesson added.

10.3 Základní škola Veltrusy

This school is situated in a small but old town called Veltrusy. Pupils from the schools make up number 45 which adds up to 26.32% of the total amount of respondents.

It is the only school there. The school started its business on 7th of November, 1949. 376 pupils are presently studying at this school in 18 classes. They are taught by 26 teachers.

The English language is taught from the third class and the children are provided with three lessons a week throughout the whole elementary and lower secondary education. However, since the school year 2010/2011 there has been the possibility of attending an interest group focused on English for all the children. From the seventh class on students can opt among optional subjects including foreign languages.

10.4 Základní škola Červený Vrch

This school is a university school of Charles University and the extended teaching of Maths and sciences is performed here. 47 participants from this school add up to 27.49% of all the people who took part in the research.

For the first time the pupils took a seat at school desks in 1967. Currently, there are 700 pupils in 29 classes. As for the teachers there are 47 of them.

This school is very advanced in language teaching. Pupils study English from the very beginning of their compulsory education. Moreover, children can attend the English language interest group in the afternoon with the native speakers. From the third class they have English three times a week. And from the sixth class one of the three lessons is provided by a native speaker. These lessons are largely focused on conversation. When commencing the sixth class children are encouraged to start learning another foreign language. They can choose from German, French and Russian. However, it is not obligatory.

11. Research methodology

In the research numerical data have been collected. No detailed information was gained. Respondents do not know each other personally, apart from their schoolmates, of course. They know nothing about the number of people researched or about the characters of these respondents. Neither is this long-term, in-depth research in which one would be gaining detailed accurate pieces of information and consequently working on them so that one would eventually be able to measure the development of the participants. Not a single participant was examined at a time. They were not examined in their natural conditions either. The researcher did not interact with the respondents and neither did they interact with one another.

Chráska says in his publication called *Metody pedagogického výzkumu* that quantitative research proceeds from positivism or more precisely neo-positivism. On the contrary, qualitative research proceeds from phenomenology (32).

In the more common quantitative research which is sometimes called classical it is counted on the stable predictable world where it can be arrived at particular conclusions and these can be applied to all population. The relationships among the phenomena are predictable. The reality is independent of one's attitudes and feelings. Everything is measurable and can become a subject to generalization. The researcher keeps their distance from a respondent. This is in sharp contrast to the qualitative research conception which states that there is not just one reality only. The world is highly subjective so everybody's perception of it differs. People have got feelings which influence their behaviour. The researchers aim to comprehend the purpose of the world. They try to identify with the respondent (Chráska 32). According to Chráska, it is vital to combine both the approaches since each has got advantages as well as shortcomings (32).

The research is largely quantitative but it has features of the qualitative research as well. That is, it was inquired about participants' assessments, opinions and attitudes to their motivation, also to the way their parents and teachers motivate them and many other things which will be discussed shortly.

11.1 Methods employed

In the research the methods of descriptive statistics were used. They stand for the methods for classification and summarisation of the data. These are frequency distribution, summary statistics such as mean, median and mode and standard deviation or variance. A great use of correlation coefficient has been made of. Correlation coefficient tells the researcher whether there is or is not a linear relationship between two variables. This relationship varies from a very close to a very weak. It may be positive or negative.

The key methods for the research were those of inferential statistics. These methods draw conclusions about population on the basis of characteristics of the population sample. The researcher chooses people on a random basis, then they obtain the data, and then the conclusion is reached which is consequently related to all population or just a respectable population which is the case of this research.

The inferential statistics method which was adopted for this research is t-test for two means. It is used for comparison of means between two independent populations. These populations must be formed randomly. Before proceeding to actual t-test an F-test must be performed. The F-test shows whether the variances of two independent populations vary or not. The result of them varying stops the researcher from conducting a desired t-test. The variances must be equal to enable the researcher to proceed to a t-test. A null hypothesis about equality of variances or means is always formulated. It discusses either variances or means depending on which test is being performed. The null hypothesis predicts that these variables are equal. As against this there is the alternative hypothesis which says that they are not equal. Both of these tests are performed on the level of significance which usually ranges from 5% to 10%. If the p-value is higher than 5 or 10%, the null hypothesis cannot be rejected. It emerges that with the first F-test the variances are equal and with the actual t-test the means are equal.

Calculations were carried out in Excel software and Statistics software Gretl.

12. The Questionnaires

The questionnaires were written simultaneously in English and Czech. Students were free to choose the language for their answers. They were encouraged to choose English. Questionnaires were anonymous. They contained 17 questions and to fill it in took about 10-15 minutes on average.

Respondents were asked 17 questions. 11 of them were open. It means that respondents had no options to choose from. They had to come up with their own answers. 4 questions were closed. Here respondents were to choose from the answers. With 2 questions it is “yes”, “no” and “not sure”. 1 question contained only answers “yes” and “no”. In the last closed question a participant ticked whether they were a girl or a boy. A rating scale was made use of twice. There are more instances of rating scales in research methodology. In this research a numerical rating scale with no word support was employed. As Chráska describes in his above-mentioned book, this scale is used when the respondents are wanted to rate an item.

For the first time the rating scale was used in the core question number twelve where it ranged from 1 to 10 with 1 standing for the least and 10 for the most. For the second time it was used in question number 16. Here it ranged only from 1 to 5.

12.1 The description of the questions and their roles in the research

12.1.1 The general questions

A first question is: “*What is your sex?*” This question is highly relevant for this research since many comparisons both sexes will be made.

A second question: “*How old are you?*” This question is especially needed because one of the aims is to find out how the motivation develops in the course of maturing. It is also interesting to go after the age make-ups of the classes. There are questions to be raised

concerning this subject such as: is there any big difference between the classes of the same grade as for the average age?

The third question says: *“Which class are you attending this year?”* The core of the research is in comparison of diverse pieces of the data about the respondents and their motivation for studying foreign languages. The classes, which the participants are currently going to, form the basis for the essence of the research. A good deal of investigation depends on it.

12.1.2 More specific questions

The fourth question is: *“Putting it generally, do you like going to school?”* This is one of the key questions since it provides a background but relevant piece of information. The question might become a subject of interest for teachers’ community as well as general public. The reality might be different than it appears to be.

Furthermore, the relationship of the attitude to school and motivation for studying foreign languages will be revealed here. The researcher aims to find out whether there is a direct relationship between these variables or not. At first glance one might suppose that it should be so. However, the fact that people are not alike must be taken into consideration. One can quite like going to school for a range of reasons. For example, they can feel highly motivated for studying Maths and Physics, yet they can be totally uninterested in History. And thus the overall impression of school might be neutral or negative.

12.1.3 The attitude to foreign languages

The formulation of the fifth question is as follows: *“Which foreign languages are you studying?”* This is crucial. This represents a fundamental piece of information. The idea of the foreign languages which the participants learn will be obtained here. Are all the participants in contact with the English language? Is there anyone who has managed to avoid it? Which foreign language comes the second? Does German prevail or it has been replaced by a different language? One more relevant question remains. How many foreign languages do the respondents study? Do they have only one at elementary schools? Are they likely to have the chance of being educated in two of them?

What is the situation like at secondary schools? Is it the English language to have the superior status of the first foreign language? How wide is the range of second foreign languages to choose from? Are there any changes to be spotted over the years? Is the selection broader nowadays? What can the obtained information be attributed to? Is the situation of foreign languages at lower and upper secondary schools favourable?

The sixth question is also one of the key ones. “*Do you like studying foreign languages?*” Respondents were to choose from the answers “*yes*”, “*no*” and “*not sure*”. This question follows up on question number four.

The question pursues the children’s attitude to school but is narrowed down to motivation for studying foreign languages. It is easier here to draw the correlation with the upcoming core question number twelve which deals with the respondents’ self-assessment of motivation. One might say that it sounds plain. Who likes studying foreign languages is likely to feel motivated to do so at the same time. One might wonder that when a person likes something they are eager to penetrate in it and consequently master it. However, it does not have to be the case all the time.

The issue of motivation is not so lucid and such an approach is simplistic. The issue of motivation is enormously complex. It largely depends on whether it is an *intrinsic* or *extrinsic* motivation which prevails in the particular case. It depends on the power of the incentive, on the power of students’ cognitive needs, on their attributions, aspirations and achievement motivation. Their present state of mind, the weather, the teacher and their behaviour during the concrete day, the classmates and their attitude to the particular subject get intertwined in the issue. The parents and wider family background as well as social background get involved in the matter of motivation.

The sixth question contains the additional areas of interest to explore. How many people gave a positive answer? What is the proportion between them and those who feel negative about studying foreign languages? How many people stayed in background and opted “*not sure*” from the choice? The researcher assumes that this question might bring about much surprise. It would be vital for the teachers to know exactly how the students feel about their subject.

The following three questions form a unit altogether. They follow on the issue of keenness for language studying. Nevertheless, their focus is a specific one since they go into more details as their aim is to look into the matter of language interest groups. They might reveal the percentage of those truly enthusiastic about learning languages. But this is putting it very simply, indeed. The reasons for going to language interest groups must be considered above all else. They might be diverse.

The seventh question then is: *“Do you attend any language group apart from school?”* It is a closed question. The answers to choose from are just two: “yes” and “no”. Who gives the negative response to the first of these three questions then does not give an answer to the subsequent two. The number of people going in for languages in their spare time will provide highly valuable additional pieces of information about respondents’ relationship to foreign languages. It must not be forgotten, though, that the direct correlation between their motivation and possible attendance of foreign language interest groups is nearly beyond the question. At first glance one might say that this is a straightforward subject. The one who is an avid foreign languages learner will seek their hobby out in the spare time as well. Yet, this issue is more complex. Learners are being overloaded at schools these days. What is more, their spare time is being dangerously limited. Many of them are put pressure at from the side of the parents and to bigger and lesser extent forced to engage in an immense amount of interest groups. There is a vast range of reasons to support it.

For instance, parents do not abound with the adequate amount of time for children. Perhaps, they are scared that if their children had too much of spare time they might get caught up in something hazardous. Parents seem to like the idea of having their child under complete control. In addition, a good deal of parents is confident that a child must be cultivated most of the time. They believe that this is the only way to assure that the child becomes an educated, advanced and successful person in the future.

In the majority of cases a child attends at least two interest groups a week, these being more likely focused on skills which they can hardly acquire at school (martial arts, command of playing the musical instrument). There is barely any intention to be expanding on the knowledge gained at schools. It is understandable that children wish to go in for something completely different than what they meet at school every day. Those who are not particularly

talented for schoolwork wish to stand out. It had been discussed in the theoretical part that to experience recognition had been very important.

Another hypothesis arises from this. The researcher assumes that the main reason for attending language interest groups lies behind the parents not the children.

It will be interesting to see how many students out of 171 attend a language interest group. Moreover, it will be discovered which language interest group the student attend and the reasons which make them do so.

The eighth question follows: *“If so, what language interest group?”* This question supplements the preceding one. This question goes after finding out about foreign language preference when it comes to the language interest groups. The assumption is that these will be largely focused on English. This was discussed in the theoretical part of the Diploma Thesis and supported with the arguments of Crystal.

The ninth question expands on the eighth saying: *“Why are you attending this language interest group? Do you like it here?”* As stated above it needs to be found out as exactly as it can about participants’ attitude to foreign language acquisition. The reason for it is to acquire adequate data to make the in-depth and detailed analysis. It will also be pursued to find out whether the students attending the language interest groups answered the question about their attitude to foreign languages positively or negatively. It can be deduced whether they attend it voluntarily or whether they are more likely to be pushed into doing so.

12.1.4 The opinion on foreign languages

The next two questions relate to each other in a way that they both aim to find out about the learners’ opinion on foreign languages, the status of foreign languages and the status of the English language in particular.

The tenth question is: *“What foreign language is the most important to study these days according to you?”* This is clear-cut. The respondents’ view on the issue might be based on several different factors. These can be their life, knowledge, school experience, values,

hobbies and also family and social background. It will be interesting to see whether the answers vary among different school and if so in what way then.

Question ten is followed by another opinion-based question. It says: *Why is it that almost everyone studies English these days?* Participants are believed to come up with many explanations. Will those be complex or just brief? Will the participants agree on the reasons? Are they confident about the fact that the English language is widely taught all around the world? And the crucial question comes. Since the majority of the research deals with the comparison between the students from different schools the prime interest lies in finding out about how the given reasons change from school to school.

12.1.5 Motivation for studying foreign languages

This question has already been mentioned several times since a lot of other questions relate to it. Up to this part it has been dealt with the general and then the specific things concerning foreign languages acquisition. However, the central focus lies in motivation. Throughout the Diploma Thesis motivation has been investigated, then divided up to that of different schools and students and this motivation will be consequently compared between one another.

The twelfth question is: *“To what extent do you feel motivated for learning foreign languages? Please, circle the respectable number on the scale below. The higher the number you circle, the more you feel motivated. Number 1. stands for not being motivated whatsoever. Number 10. stands for being strongly motivated.”* The instruction for the question is rather oversimplified and lengthy but it was necessary to be absolutely sure how to go about since eleven-year-old children were also given this questionnaire.

The question is accompanied with a rating scale covering the range from one to ten. This method was characterised in the section called Research methodology. The questions which are posed at this central part of the questionnaire have already been raised when considering main hypotheses.

Motivation for learning foreign languages has been being investigated. The analogies and comparisons between different students, different classes and different schools are the central

focus. Main questions then are: Does the motivation of learners between two distinct upper secondary schools differ? Is the contrast statistically significant or insignificant? The same will be applied to the lower secondary schools.

It would be vital for the teachers to receive the information about the highness of their students' motivation. When discovering it they might be surprised, amazed or bitterly disappointed. They then could modify their classes to suit the children's needs better. The researcher thinks that it is crucial for a teacher to be aware of the motivation of their students.

12.1.6 The parents' role in the motivation

So far it has been touched on the attitude to foreign languages and languages interest groups. The examination of motivation continues. The next two questions are again opinion-based. The thirteenth one aims to find out about the parents' motivational skills as it says: *“Do you think that your parents motivate (prompt, stimulate) you to study foreign languages? If so, how and by what means?”*

Now, the limits of schools have been transcended and family has become a major focus. It is presupposed that a substantial majority of parents do not put sufficient emphasis on the matter of motivation. The question why seem congruous here.

It is commonplace for teachers to deal with motivation. It is natural, though, that parents' view is different. They are not professionals. They have not grasped the process of education. They might not realize the crucial function of motivation. On the other hand, a child's school results and their future are of enormous importance. Parents should be explained that the motivation underlies the education. Subsequently, they should be shown some ways to strengthen motivation.

As for the question thirteen it is then assumed that largely negative information will be obtained. That is, two main things concerning school which matter are marks and homework. Psychological themes regarding the educational process are usually neglected. Issues like school climate, the way that a child feels at school, their schoolmates, the teachers, events organized by school, importance of studying and motivation are not always the dominant

themes around which the family conversations revolves. It is alarming. Children's attendance to schools cannot and should not be narrowed down to just homework and marks. It is seriously worrying as children will then get the impression that these are the chief reasons why they attend school.

The questions being raised then are: Do parents motivate their children? Is it adequate? By what means are the children motivated?

12.1.7 The teacher's role in the motivation

Question fourteen works in the same way as the preceding one. Only the target group differs. This time, it is the foreign languages teachers who get in the spotlight. The question is: *"Does your foreign language teacher motivate you? How and by what means?"*

The striking difference between this question and the preceding one lies in the fact that however bad it is for parents not to motivate their child to study, the matter gets much worse when it comes to teachers. It is one of their prime obligations to motivate, to create a favourable environment for learning process, to ensure that children come to terms with the purpose of learning. It mainly depends on the teachers whether the learning process will be a success. Komenský knew it already in the seventeenth century. If a teacher does not recognize it in present days it is unsettling.

This question pursues to find out about the subjective level of motivation at the classes of foreign languages which respondents attend. Is it low or high? If low what can it be attributed to? Is it considered solely a teacher's fault? Do they pay insufficient attention to motivation? Are they poorly educated in it? Or is it that they would like to motivate the children but they are simply failing to do so? Are they unable to distinguish the central factors of children's motivation? Are they unable to focus on them? Are they unsuccessful in observing children's needs?

The situation of a teacher trying hard to motivate their students, though, and the students hardly noticing it is unfortunately quite likely to occur. Nevertheless, it should still be kept in mind that it is children who play the central role in a learning process and not the teacher.

Thus, it is the children's point of view which matters. Although the teacher might do their best to entice the students in studying their subject if they are not successful it is not all right but they should not give up. They should consider various way of motivating their students since some methods are crucial but may be difficult to observe.

The question number fifteen constitutes a meaningful unit with the preceding one. It goes into details as it asks: *"Do you think they should motivate your more? If so, how?"* This question is highly subjective too. The answers "no" will be very positive. The question provides students with the opportunity to come up with the ideas which might prove useful or at least thought-provoking for the teachers.

12.1.8 Factors influencing motivation

This question casts a new solely practical light on the issue of motivation: *"Rank these factors with numbers 1,2,3,4 or 5 in a following way - the higher number you put, the lesser the impact that factor has on your motivation to study foreign languages. Take it as marks at school – 5 is the worst and 1 is the best. A concrete factor has its square on the left."* The factors were as follows: *"the teacher (school)", "parents", "another relative than a parent", "friend(s)", "interests", "curiosity", "a possible punishment or anger from your parents or the teacher", "the importance of the knowledge of the foreign language(s)", "the future study", "the future job", "travelling", "media, "computer games", "others, please write which ones"* The last item provides respondents with the possibility of choice. The reason for simplistic formulation of questions has already been clarified.

Which of the factors will turn out to have the strongest impact on respondents' motivation? Will it be possible to single out just one or two so influential factors? Will the answers reveal that participants tend to be motivated rather *intrinsically* or *extrinsically*? Can the prevailing *motivation for achievement* or *motivation to avoid failure* be detected through the answers? Does the positive or negative motivation take over?

Are there any considerable differences between different types of schools? What about different classes within one school? Should they be considerable in what respect then? Can any remarkable changes between the factors' preference of young learners and the older ones

be observed? When a separate look at the factors of a particular school is taken is there any noticeable tendency?

12.1.9 Plans for the future

The last question serves as a logical ending of the questionnaire. It is an open question. It deals with the future plans as it asks: “*What would you like to do when you finish the school?*” *The school* stands for the present school which the respondents attend (it was explained in the Czech counterpart of the question).

This question will reveal the percentage of the students who intend to continue in their studies at secondary schools or /and universities. Various comparisons similar to those outlined in the previous questions can be drawn since the form of these comparisons stays the same. Above all, it will be pursued to make a compact picture of the already obtained data about everything concerning motivation and this information regarding the future plans of the respondents.

13. The results and the interpretation of the data

The previous sections of the practical part of the Diploma Thesis dealt with a broad description of the research. The hypotheses were put forward. The objectives of the research were set out. Afterwards the information about the schools and the respondents was given. Then the research methodology was explained. In the last section the questionnaires were scrutinized.

The schools to participate in the research were Střední průmyslová škola potravinářských technologií, Gymnázium Jana Nerudy, Základní škola Červený Vrch and Základní škola Veltrusy. The total number of people was 175 but 4 of them were not made use of due to incomplete or inappropriate filling in. The amount of the participants from each school is not even. The least amount of the participants comes from Střední průmyslová škola potravinářských technologií. The most of them study at Gymnázium Jana Nerudy. The number of respondents attending the two elementary schools is not significantly different.

As already said, methods of descriptive and inferential statistics were employed. The descriptive statistics provide the general information. The methods of inferential statistics employed here provide the data for the main objectives. The methods are the correlation coefficient and the t-test preceded by the F-test.

The objective of the research consists in comparison of motivation between the schools as well as between the classes.

The results of the research are supplied with the tables which are to be found in the appendices. They serve the function of making the data transparent. All the tables are numbered and referred to in the text. They give the percentage data.

First, the answers of each question are to be presented. Afterwards, the objectives and hypotheses will be discussed.

13.1 The interpretation of the results of the single questions

13.1.1 The first question

The first question gives a general overview of the amount of boys and girls who were surveyed. It says: “*What is your sex?*” 81 of the respondents were females (47.37%) and 90 were males (52.63%). (see table number 1 in the appendices).

Out of 27 respondents from Střední průmyslová škola potravinářských technologií 11 were ladies (40.74%) and 16 were men (59.26%). In the first year 5 young ladies (45.45%) filled in the questionnaires alongside 6 young men (55.55%). As for the final year 6 ladies (37.50%) and 10 men (62.50%) gave their answers to the researcher.

At the next secondary school: Gymnázium Jana Nerudy 52 students provided their answers. 18 (34.62%) are from females and 34 from males (65.38%). In the third year it was 30 students: 12 ladies (40%) and 18 men (60%). From the students of the sixth year 22 questionnaires were received. 6 from females (27.27%) and 16 from males (72.73%).

At Základní škola Veltrusy the researcher asked 45 pupils to fill in the questionnaires. 26 of them were girls (57.78%) and 19 were boys (42.22%). 20 girls (71.43%) and 8 boys (28.57%) from one of the sixth classes completed the questionnaires alongside 6 young ladies (35.29%) and 11 young men (64.71%) attending one of the ninth classes.

From Základní škola Červený Vrch 47 questionnaires were obtained. 26 (55.32%) girls and 21 boys (44.68%) completed them. From the sixth class 21 questionnaires were received out of which 13 (61.90%) were completed by girls and 8 by boys (38.10%). In the ninth class there were 26 students answering the questions equally 13 boys (50%) and 13 girls (50%).

13.1.2 The second question

The second question is: “*How old are you?*” The question looks into the age make-up of the individual classes and aims to find out whether there are significant differences. And what is

more, it will be later put into the correlation with the motivation of each class to see whether the motivation rises with the increasing age.

The average age of the respondents is 14.83. At Střední průmyslová škola potravinářských technologií the average age is 17.85. In the first class the number is 15.91 and in the fourth one it is 19.19. The average age at Gymnázium Jana Nerudy is 16.77. The age make-up of the third class is 15.57 and the students of the sixth class are 18.41 years old on average. There is a difference between the respondents' average age of these two schools as well as before the age make-ups of the single classes. The average age differs by 0.93. It is a noticeably high number which can be accounted for by the fact that Gymnázium Jana Nerudy is a prestigious school and probably people who study there are less likely to have had their school attendance deferred.

As for the lower secondary grade the average age at Základní škola Veltrusy is 12.6. In the sixth class it is 11.46 and in the ninth class it is 14.47. There is a subtle difference in the age make-up at Základní škola Červený Vrch since the average age is 13.09. Pupils at the sixth class are 11.48 years old on average and as for the ninth class it is 14.39. You can see table number 2 in the appendices.

13.1.3 The third question

The third question matters a lot but predominantly in connection to other questions. It can be said that it underlies the whole research. It is: "*Which class are you attending this year?*" As already described always one of the first and one of the final classes of each school participated in the survey. There is one slight exception to it concerning Gymnázium Jana Nerudy, though. There is a six-year study program so the third and the sixth classes took part and not the first and the fourth. These classes were chosen deliberately since the development of motivation is monitored. The difference in the level of motivation can be best perceived between the first and the final year of one grade. Furthermore, the differences can be spotted also between the same classes but different schools.

The first year at Střední průmyslová škola Potravinářských technologií makes up 6.43% from the total amount of the respondents and the fourth year makes up 9.36%. The surveyed classes at Gymnázium Jana Nerudy constitute 17.55% and 12.86% from the total amount of the

respondents. In Veltrusy the sixth class adds up to 16.38% and the ninth class to 9.94%. The surveyed classes at Červený Vrch comprise 12.28% (the sixth class) and 15.20 (the ninth class).

13.1.4 The fourth question

The fourth question aims to involve the participants in the school topic as it asks about their attitude to school attendance. More precisely it is: *“Putting it generally, do you like going to school?”* This is a closed question. Students were to choose from the answers “yes”, “no” or “not sure”. The question does not pursue to find out only about the relationship to school, though. The prime function of it is in the connection to pupils’ self-assessment of motivation which is dealt with in question twelve.

The results are favourable. 45.62% of the respondents expressed positive attitude towards the school which they attend. 29.82% of pupils chose the neutral or uncertain answer “not sure”. The rest which is also 29.82% do not like going to school. These are positive results. It is widely known that people tend to be rather reluctant to express positive attitudes in questionnaires. Thus if such a viewpoint is adopted the results show that the situation is not that bad as one might think.

Now, the results will be broken down to those of every school and every class. The overall data of Střední průmyslová škola potravinářských technologií says that 44.45% of the participants like going to school. On the contrary, 22.22% do not like going to school and 33.33% could not make up their mind. As for the first and the final years there are considerable differences. 63.64% of the pupils attending the first year like going to school. 27.27% of them feel the opposite way and 9.09% are not sure. However, in the fourth class the results are as follows: equally 31.25% of the students like going to school or are not sure. 37.50% of the students chose “no” as their answer.

The difference between the two classes is dramatic. It seems as if the pleasure in going to school decreased as time went by. Another explanation might be that with the upcoming secondary school-leaving examination and the prospect of leaving school which implies also the necessity of standing on one’s own feet does not look much tempting.

The overall data of Gymnázium Jana Nerudy show that 42.31% of the students like going to school. 19.23% do not like it and the rest which makes up 38.46% is not sure about this matter. The data of the third year reveal that equally 43.13% like going to school and are not sure if they like it. 13.33% of the pupils know that they do not like it. The data show a bit more positive result for the ninth year where 40.91% of the students like going to school. 27.27% do not like it and the percentage of the students who are not sure is 31.82%.

The results are slightly more positive than those of Střední průmyslová škola potravinářských technologií. The differences between the classes are not so marked here. The numbers indicating the positive approach are almost unchanged. The negative and uncertain approach change slightly. The negative attitude to going to school increases from the third class to the sixth one. When compared with the uncertain attitude the opposite tendency is clear. The slightly more positive data in this case might show that people studying this prestigious school are more ambitious and focused. However, when looking into the increasing negative tendency towards going to school a similar fear of the future as in the previous case might be detected.

The overall situation about going to school at Základní škola Veltrusy is as follows: 66.66% of the pupils like it, 15.56% do not like it and 17.78% are not sure. 53.57% of the pupils from the sixth class like going to school. 21.43% of their classmates do not like it and 25% do not know if they like it or not. The number of pupils who like going to school rapidly increases when examining the ninth class. It is wonderful that 88.24% of the class like going to school. Equally 5.88% either do not like it or are not sure. It is interesting to point out that this concerns only two pupils. The vast majority of the class: 13 children like going to school. This is the desired result.

When considering Základní škola Červený Vrch the situation stops looking so positive. The situation is the worst here. It is the exact opposite of the previous case. Only 29.79% of the children like going to school. 34.04% put “no” and 36.17% could not decide between “yes” and “no”. What makes the overall results look less negative is the fact that the amount of those who do not know is higher than the amount of those who are set against going to school. However, the results are very negative when investigating the sixth class. Only 28.57% of the children like going to school. The overriding effect of 52.38% of those who do not like it is

not insignificant. 19.05% percent of children are unsure about this issue. The ninth class improves the situation but just marginally. Almost one third of the children likes going to school. 19.23% do not like it and the half of the class do not know. What makes the children's attitude to going to school so negative is not plain to the researcher. She supposes that it might have something to do with the size of the school. It is a huge school. 700 pupils study there. This might seem anonymous and off-putting to some children. It is undeniable that all the pathological behaviour such as bullying or drugs-taking tends to occur on a larger scale in bigger schools than in the smaller ones. (Table number 3 in the appendices)

13.1.5 The fifth question

The fifth question opens up an issue of foreign language acquisition as it asks about the foreign languages which the students are currently studying. It says: *Which foreign languages are you studying?* From the answers to the question it will be learned which languages the children are in touch with. And they do not have to be only those offered chiefly by the school.

There is no single person who would not be in regular contact with the English language. This language is also the first foreign language to meet at all of the surveyed schools. In addition, 50.88% of the participants attend the classes of the second foreign language. This is a positive result when the fact that the second language is optional at three of the schools (at Střední průmyslová škola potravinářských technologií the matter is more complicated) is taken into account.

At Střední průmyslová škola potravinářských technologií 48.15% of the students are in touch with the second foreign language. However, this information is misleading since no one from the sixth class attends second language classes but on the contrary the vast majority of the students of the fourth year: 81.25% have the classes of the second foreign language. The second foreign language is German. There is one exceptional student at the final year who takes classes of three foreign languages: English, German and Russian.

By the rule, all students of Gymnázium Jana Nerudy study two foreign languages. The first is obligatorily English. The second can be either German or French. 48.08% of the students have

German classes alongside 55.77% of students who study French. Moreover, Latin classes take place here and some students find themselves interested in Russian or Spanish.

In the third year equally 53.33% of the students attend either German or French classes. There are two students who are in touch with both of the languages. In addition, there is one studying four languages: English, German, Russian and Spanish. Another student learning four languages differs only in the fact that they have French instead of Russian. And the last one to attend Spanish classes studies French and English at the same time. Whether the classes are held at Gymnázium or not was not the subject of the survey.

In the sixth class the ratio is as follows: 40.91% and 59.09% in favour of French. Moreover, there is one highly exceptional phenomenon occurring in this class. It is the fact that they all study Latin. However, their class is the last but one to have Latin included in the curriculum. The situation is a bit more interesting than in the previous case which might be due to the fact that students at Gymnázium are more determined and single-minded about their study as it has been already pointed out.

Now, the situation at lower secondary schools will be examined. The distribution of languages which are studied at the two surveyed schools is remarkably different. At Základní škola Veltrusy 15.56% of the children attend German classes. No one goes to French classes. On the contrary, 23.40% of the children at Základní škola Červený Vrch attend French classes. In the sixth class of the former school no child has classes of two languages. This correlates with the fact that the school offers second language classes for the children from the seventh class and the on. In the ninth class 10 children study German. In the sixth class of the latter school the situation resembles that of the preceding sixth class despite the fact that children can already attend a second foreign language. 15 children of the final year go to French classes. (Table number 4 in the appendices.)

The fifth as well as the sixth question are interesting but side questions. Their main function will be in putting into correlation with question number twelve which deals with the level of learners' motivation. This will be investigated towards the end of the practical part of the Diploma Thesis.

13.1.6 The sixth question

This question follows up on the fifth one in the foreign language issue. It only differs in one aspect. It asks about the children's liking for the languages. The sixth question is: "*Do you like studying foreign languages?*" As it is a closed question the respondents were choosing from the answers "yes", "no" and "not sure". Overall results appear to be highly positive as 64.91% expressed that they found learning foreign languages enjoyable. It must be kept in mind that people are generally not inclined to give extreme answers. Thus, if they put "yes" they are absolutely certain about the issue. The slightest doubt, which may be caused by worse last lesson or the teacher having upset them by the test, can shadow their usual pleasure for foreign languages. Now, especially the lower secondary students are meant. Alongside those 64.91% of positive students there are 14.04% negative ones and 21.05% who are not sure. This does not make the results look any worse. The negative people amount to one fifth of the entire sample. That is promising.

As for the single school, the most positive learners of foreign languages are to be found at Gymnázium Jana Nerudy. 73.08% percent of local learners like foreign languages classes. The second come the respondents at Střední průmyslová škola potravinářských technologií with the number 62.97%. Then there are Základní škola Červený Vrch and Základní škola Veltrusy with 61.70% for the former one and 60% of those taking pleasure of learning foreign languages. More than a half of the respondents at every school feel good when learning foreign languages. That is a positive result which, however, still should be worked on. Especially, the teachers might make use of it.

The situation at Střední průmyslová škola is slightly less favourable than the overall outcome. 62.96% of the learners find pleasure in taking foreign language classes. Contrary to it, the group of 22.22% of the learners is set against it. And the rest: 14.81% is not sure of their attitude to foreign language classes. And which class comes more foreign-languages oriented? It is the final one with the equal amount of the negative and uncertain answers amounting to 18.75% each. 62.50% of the learners of the fourth year like the foreign languages classes. In the first year there is a minority of those who are not sure: only 9.09%. But quite a strong group of 27.27% of the participants are sure that they do not feel good during such classes. But still 63.64% are those who do.

A much better situation seems to have arisen at Gymnázium Jana Nerudy. The possible reasons to support it are those already outlined. Almost three quarters of the respondents who study there like studying foreign languages. There is a significant decrease in the amount of people giving a negative answer: only 1.92% which equals to one person. On the other hand, one quarter of the students do not either like or dislike learning foreign languages. Comparing the situations in the third and the sixth classes it shows that they are alike. The one person who does not like learning foreign languages comes from the third class. 21 of their classmates (70%) feel the opposite way and 8 (26.67%) of them are not sure. In the final class 77.27% of the respondents have developed a liking for foreign languages education. 22.73% are not sure. There is a subtle tendency for the pleasure in foreign language learning to rise with the increasing age. However, this is just a very subtle tendency. It might be put down to the fact that the older students are more likely to having come to realize the importance of foreign language learning and thus have come to liking it.

The percentages do not vary much between Základní škola Veltrusy and Základní škola Červený Vrch. 61.70% children in Veltrusy like foreign languages education as against 64.91% of those who go to lower secondary school in Červený Vrch. Learners who do not like it constitute 11.11% in Veltrusy and 25.35% in Červený Vrch where 12.77% of learners are not sure as compared with 28.89% in Veltrusy. Now, the single classes will be discussed. The sixth class in Veltrusy seems to be torn apart. As a half of the class: 14 children approach the foreign language learning positively. 35.71% (10 children) are not sure and they are followed by 14.29% (4 children) of those who do not like it. Nevertheless, the overall outcome looks positive. The distribution of attitudes in the ninth class is very positive for their teachers of foreign languages as 76.47% of their pupils like their classes or learning foreign languages in general. There is only one person (5.88%) who has set themselves against it. And 17.65% (3 people) are not sure about the matter of pleasure in foreign language acquisition.

At Základní škola Červený Vrch more negatively-oriented pupils are to be found. What is remarkable is that the distribution of opinions in the sixth class is almost the same as in the sixth class at Základní škola Veltrusy. A half of the class takes pleasure in studying foreign languages, more precisely 52.38%. 28.57% are not much fond of learning foreign languages and 19.05% are undecided. The situation in the ninth class is a bit more positive since noticeably more people take pleasure in foreign languages education: 69.23%. 23.08% of the

others feel the opposite way and 7.69% which equals to two children do not know what their attitude towards it is.

In both of the schools an increasing tendency towards foreign languages education from the sixth to the ninth class can be detected. It might be explained by the fact that the pupils mature. The older respondents understand the world better and their future might not seem as obscure as it did earlier. (Table number 5 in the appendices.)

13.1.7 The seventh, the eighth and the ninth question

As it was already pointed out these three questions form a comprehensive unit together. They are then approached all at one time. The seventh question is: *Do you attend any language interest group apart from school?* The following two questions were to be answered provided that the participants gave a positive answer to the first one which the overwhelming majority did not do. The eighth question is: *If so, what language interest group?* And the ninth one is attitude-based: *Why are you attending this language group? Do you like it there?*

The issue of language interest groups as well as the possible reasons which make children attend them were greatly elaborated on in the chapter Questionnaires. Unfortunately, it must be pointed out that an insignificantly low number of the respondents attend a language interest group. The number of the students is 25 which amount to 14.62%. The biggest amount of such respondents: 11 are from Základní škola Červený Vrch (6.43% out of the total amount of the respondents and 23.40% out of the participants from Základní škola Červený Vrch). 5 of them go to the sixth class (23.81% out of the children in the class) and 6 go to the ninth class (23.08% out of the children in the class). All of those children attend a language interest group focused on the English language. What is pleasing is that the majority of the children like the interest group and they also like the foreign languages education.

Moreover, ten children (out of 11) go to such interest groups voluntarily. Nine would like to brush up on their English. One of them likes foreign languages and the remaining one wrote that they had to go there. One child (from the sixth class) neither likes the language interest group nor do they take pleasure in studying foreign languages. Outer factors making them

attend an English interest group can be detected. Another child also from the sixth class does not like an English interest group either. The difference is that they are not sure about their attitude to the foreign languages acquisition. In, general, though, the outcome is favourable.

The second school with the biggest amount of the students going to the language interest groups is Gymnázium Jana Nerudy. There are 10 such students (5.85% out of the total amount of the participants and 19.23% out of the school). The languages studied in the interest groups are more diverse here. Apart from the most common English which is studied in the interest group by 7 learners, German and Spanish are also studied. 2 people attend a German interest group and the last one studies Spanish. What is interesting is that one of the students attending the German interest group studies also French so they are very likely to have French as their second language (as stated above, in Gymnázium Jana Nerudy two foreign languages are obligatory. The second can be either German or French.) The second of the students does not have French. They only study English and German. They then might be highly interested in German or getting behind at school.

9 out of 10 learners going to the language interest groups are in the third year at Gymnázium. The researcher considers this predictable. In the final year students are less likely to be fond of the interest groups. They might prefer other activities in their spare time and added to this, they might find themselves snowed under school work. 9 learners of the third year who attend language interest groups study English in the language interest group, 2 have German and 1 student took a liking in the Spanish language. 7 of the students like it, out of which 5 like the foreign language education in general. 2 students which also like it, however, they do not generally like the foreign language education. 1 student likes neither studying foreign languages nor the language interest group (they go to English interest group). The last student attending a language interest group in their free time (English) is not sure about both whether they like it and whether they like learning foreign languages in general. Only 1 learner from the sixth class is in regular contact with a foreign language in their free time (English). Although, they take pleasure in learning foreign languages they do not like the interest group. Four out of ten students would like to improve their English. One is forced to going there, three do not know and two would like to obtain the international certificate.

From Základní škola Veltrusy three pupils go to the language interest group in their spare time (1.76% out of the total amount of the respondents and 6.67% of out of the participants

from the school). All of them go to English interest groups. What is excellent is that they all like it and their approach to it corresponds to the positive attitude to foreign language education. As for the reasons all the three children stated that they wanted to improve their English.

The school which is left is Střední průmyslová škola potravinářských technologií which is represented by only one student in these questions. The one learner makes up 0.58% of all the respondents and 3.70% out of the respondents from Střední průmyslová škola potravinářských technologií. Quite surprisingly the participant is a student of the fourth year. They attend English language interest group and they like it but they do not know why they attend it. However, when it comes to their answer to the sixth question (*“Do you like studying foreign languages?”*) the answer is *“no”*. Thus, the explanation might be that they need to catch up with the other classmates.

13.1.8 The tenth question

The tenth question aims to immerse in the issue of the standing of foreign languages as it says: *“What foreign language is the most important to study these days according to you?”* The overwhelming majority – 96.49% (165 participants) share the opinion that it is the English language. Drawing on what was covered in the theoretical part of the Diploma Thesis these respondents think about the issue the same way as the vast majority of the world.

All surveyed students from Střední průmyslová škola potravinářských technologií and Základní škola Červený Vrch consider English the most important foreign language to study at the present time. In Základní škola Červený Vrch there is one person (in the sixth class) who does not know. Their answer constitutes 3.57% out of the learners of the sixth class. It constitutes 2.22% out of the amount of the participants from the particular school. When it comes to the total amount of the people who were surveyed the answer adds up to 0.58% of the entire amount of the responses. Answers of the students of Gymnázium Jana Nerudy stand out more precisely just those of the final year's students. 77.27% (5 learners) of them wrote that English is the most important language to study these days. It is 90.38% of all the students of the school. 3 students expressed the opinion that Latin was the most important language to study. According to another student, it is German. And one student thinks that it

is Chinese. If what Crystal says in his book *English as a global language* was to be applied one would consider the opinion that Chinese is the most important to study these days sensible. The answer saying that it is German seems to be grounded in quite reasonable consideration, too. The students who singled out Latin seem to be out in left field. The Latin language is dead. Should their answers be related to the future plans it would be found out that one of them intends to be further educated. The answers of the remaining two are very uncertain.

13.1.9 The eleventh question

Question eleven continues with the topic and aims to get more detailed information. It is an open question. “*Why is it that almost everyone studies English these days?*” In the theoretical part of the Diploma Thesis the reasons which caused the English language to spread were described. Majority of the explanations are just brief. 85.96% of all the respondents (147) think that it is due to the fact that it is a global language. It is a plain but not comprehensive explanation since it contains a hidden question about what the reasons for English having become a global language are according to them. As for the particular schools it is 92.6% for Střední průmyslová škola potravinářských technologií, 85.96% for Základní škola Červený Vrch, 84.45% of the learners at Základní škola Veltrusy have this opinion alongside 82.7% of the students of Gymnázium Jana Nerudy. 8.19% in total do not know (3.7% from SPŠPT, 13.46% from Gymnázium, 13.33% from Veltrusy and no one from Červený Vrch). In total 2.34% of the students assume that English is simple and that is the reason. (3.70% SPŠPT, 6.38% Červený Vrch). Drawing on the theoretical part it was said that Crystal wrote in his book that this had not been true. (*English as a Global Language* 8) 2.34% agree that it is a diktat of the society (1.92% Gymnázium Jana Nerudy, 2.22% ZŠ Veltrusy, 4.26% ZŠ Červený Vrch). Two students are from Gymnázium Jana Nerudy and one is from Základní škola Červený Vrch (1.17% in total) believe that the reason for the English language being a global language consists in the political standing of the USA. In this respect their point of view is the same as Crystal’s. (table number 6 in the appendices)

13.1.10 The twelfth question

This is the core question. It is: *“To what extent do you feel motivated for learning foreign languages? Please, circle the respectable number on the scale below. The higher the number you circle, the more you feel motivated. Number 1. stands for not being motivated whatsoever. Number 10. stands for being strongly motivated.”* It pursues to find out about the level of the participants’ motivation. As proposed in the first section of the practical part of the Diploma Thesis the central objectives of the research relate to this question. Nevertheless, only the results of this question will be presented now. The respondents indicated their level of motivation (1-10) on the rating scale. Main and side hypotheses which are largely based on this question will be dealt with in the final chapter of the practical part of the Diploma Thesis.

The overall descriptive data for all the schools’ motivation are as follows: mean is 7.22, median as well as mode is 8. Standard deviation is 3.49 and variance is 1.89. This is highly positive. The respondents assessed their motivation for studying foreign languages by the number 7.22 on average. The most common number to tick was 8. Number 1 was not chosen by anybody. Number two was chosen by 1.17% of the respondents (it stands for 2 participants). 2.92% (5 learners) ticked number three. 3.51% (6 learners) ticked number four. There is a rise at number five which was chosen by 13.45% (23 learners) of the respondents. Similarly, 12.28% (21 learners) of the students assessed their motivation for studying foreign languages by number six. Result at number seven is not distinctly different from the previous two: 11.70% (20 students). The amount of the respondents going for number eight is 32.74% (56 students) which corresponds to the overall result. 10.53% found themselves highly motivated (18 people). And 11.70% used the highest number to assess their motivation for learning foreign languages (20 people). The overall outcome is good. Number eight is high. Putting it generally, it can be said that students are highly motivated for studying foreign languages.

As for the single schools a brief summary of the data is provided here. For the detailed analysis, please see tables number 7, 8, 9 and 10). The least motivated respondents study at Střední průmyslová škola Potravinářských technologií. The mean for their motivation is 5.96 and median is 6. Number eight was ticked only by 5 people which equals to 18.25% of the learners studying at this school. In the first year the students restricted themselves only to numbers five to eight (with only 1 person ticking eight). The situation with number eight is

better in the final year where it was chosen by four people, however, these students tended to low number such as three or four a lot. The result of motivation being considerably higher in the fourth year cannot be reached. This is supported also by the fact that mean for the first year is 5.82 and for the fourth 6.06. On the other hand, medians are 5 and 6. Motivation for studying foreign languages of the fourth year is slightly stronger.

There are subtle differences between Základní škola Červený Vrch and Základní škola Veltrusy. Medians of both equal to 8. Mean of the former one is 7.36 and pupils of the latter school are motivated at 7.24 on average. In Veltrusy the ninth year is slightly more motivated than the sixth one. The mean rises from 7.14 to 7.41 and median rises from 7.50 to 8. Profoundly more people chose ten in the sixth class (6 - 21.43%) than in the ninth class (1- 5.88%). A similar situation occurred at number eight but the other way round. The bigger amount of those choosing it is to be found in the final year – 52.96% (9 learners) as against 21.43% (6 learners) in the sixth class. Also in Červený Vrch the ninth class is slightly more motivated. The data is following: the sixth class mean: 7.05, median 8; the ninth class: mean 7.62, median 8. The only striking difference between these two classes lies in the number nine. Number nine was ticked by 9 pupils (23.08%) from the ninth class yet by no one from the sixth class.

The most motivated students are to be found at Gymnázium Jana Nerudy. Mean is 7.71 and median is 8. Median stays 8 for the third as well as the sixth year. Mean changes from 7.67 in the third year to 7.77 in the sixth year. There are no big differences between the amount of the respondents choosing numbers to assess their motivation. The only real difference concerns number eight which was chosen by 43.34% (13 students) of the students in the third year and 22.73% (5 students) in the sixth year.

All in all, the results are good. What is not known yet is what makes their motivation, whether the teachers and parents contribute to it or not and what are the main factors to arouse motivation

13.1.11 The thirteenth question

“Do you think that your parents motivate (prompt, stimulate) you to study foreign languages? If so, how and by what means?” This question contain a supplemental question which was

answered only in case the main question was answered by “yes” (for the details see tables number 11 and 12). The results are neither good nor that bad. 60.23% percent of the parents motivate their children to study foreign languages. 30.41% of the answers are negative and 9.36 are uncertain.

The most positive situation is at Základní škola Červený Vrch. 68.08% of the children receive encouragement from their parents to study foreign languages (the sixth class 71.43%, the ninth class 65.38%). 21.28% gave the negative answer and 10.64% are not sure. At Gymnázium Jana Nerudy it is 63.46% of the positive answers. The rest (36.54%) is made up by negative answers. At Základní škola Veltrusy 57.78% of the children are motivated for studying foreign languages by their parents. 22.22% are not and 20% are not sure.

The least positive situation is again at Střední průmyslová škola potravinářských technologií. Only 44.44% of the students feel motivated by their parents. 48.15% do not feel it at all (this “at all” occurred very often in the questionnaires) and 7.41% are not sure. At this school there is striking difference between the answers given by the learners of the first year and those of the final year. In the first year only 18.18% are motivated by their parents. 72.73% are not and 9.09% of the learners are not sure. On the contrary, a majority of 62.50% of the students are prompted to studying foreign languages by their parents. 31.25% are not and 6.25% do not know. The result is worrying. It is a good deal better at the fourth class but the result of the first class is alarming. The explanation might be that the parents of the older students are afraid of the state secondary school-leaving examination or they just “woke up to the reality” and realized that their child was about to finish school and that the future must be thought over.

As already stated the subsidiary question asking about by what means parents motivate their children was only answered by those respondents who thought that their parents motivated them. That is 104 people which equals to 60.82%. The most frequent answer was that parents put emphasis on the importance of the knowledge of foreign languages. This answer was given by 36.54% out of those who answered the questions. Most of such answers are from Střední průmyslová škola potravinářských technologií. The answer of the parents being the examples for their children since they themselves have a good command of foreign languages are working on it came the second. In total 19.23% of those who gave the answer wrote such a thing (considerably more children from Základní škola Červený Vrch gave this answer).

The other answers included stay abroad (13.47%), do not know (11.54%), they pay for extra lessons, interest groups or trips (9.61%) and overall motivation to study (9.61%).

13.1.12 The fourteenth questions

This question differs from the preceding one in the respect that it focuses on teachers. Negative results here suggest worse consequences. It is bad for the parents not to motivate their children but it is much worse when it comes to the teachers. The question is: *“Does your foreign language teacher motivate you? How and by what means?”* The positive answer was given by 61.40% of the respondents (105 respondents). 46 students which equal to 26.90% put the negative answer and 20 (11.70%) are not sure whether their foreign language teacher provides them with adequate motivation. As it was pointed out in the first section of the theoretical part in the chapter Questionnaires it is very likely that foreign languages teachers of the respondents do motivate them or do their best to do but their effort is not met with the students’ perception. However, it is the students who are the focus of the Diploma Thesis.

The most successful teachers are at Gymnázium Jana Nerudy. Three quarters of them motivate their learners. 17.31% do not according to the students. There is hardly any difference in the answers between the third class and the sixth class. Quite successful people seem to teach in Veltrusy as well: 66.67% of the children think so. 11.11% are not successful as far as motivating students is concerned. There is a considerable difference in the amount of the positive answers between the sixth and the ninth class, though. The percentage rapidly rises from 57.14% in the sixth class to 82.35% in the ninth class. It might be caused by a different teacher (this was not a subject of the survey) or by the fact that in the final class the languages are considered more important than in the sixth class.

At Střední průmyslová škola potravinářských technologií 59.26% of the students expressed their opinion that the foreign language teachers motivated them. 33.33% think the opposite way. There is an extreme difference between the situation in the first class and in the fourth class. The overwhelming majority of 90.91% of the learners in the first year gave a positive answer. On the contrary, only 37.50% of the older students had the same opinion.

The worst situation is at Základní škola Červený Vrch. 42.55% think that their foreign language teachers motivate them. More children: 48.94% do not share this opinion and 8.57% are not sure. The percentage of the positive answers rises from the sixth class to the ninth by 18%.

The researcher thinks that it is undeniable that the results are worrying. Teachers are overloaded with the obligations but motivation should be one of their main concerns since not every child is able to foster their *intrinsic* motivation without a teacher's help.

As for the answers given to the supplemental question: 61.40% of the total amount of students think that their foreign language teachers provide them with adequate motivation. That is 105 people. The question is: "*By what means does your foreign language teacher motivate you?*" 21.91% of the participants agreed that the teachers' classes were interesting. 20% of them agreed that teacher was good. This answer might sound unsatisfactory for the survey but the researcher thinks that it gives a true picture of the way that children and young people think about teachers. They do not usually go into great details. They just say that the teachers are or are not good. 18.10% of the respondents do not know what lies behind the motivation which they feel during the foreign language classes. For 13.33% of the students marks and tests represent motivation. 9.52% feel motivated by the possibility of use of foreign languages. 9.52% feel also motivated by the fact that teachers' have a good grasp of the language. 6.67% of the participants are motivated by homework (no one from Střední průmyslová škola potravinářských technologií). Teachers' good pronunciation motivates 0.95% of the students (only 2 students from Střední průmyslová škola potravinářských technologií put emphasis on this aspect. You can have a look at the data in the tables number 13 and 14)

The conclusion to draw might be as follows: the means described by the participants are very diverse. It supports the fact that motivation is very complex phenomenon and that an issue of how to motivate their students is something which teachers deal with the whole teaching career.

13.1.13 The fifteenth question

This question follows up on the previous one. Firstly, the participants are asked whether their teachers' effort to motivate is sufficient. If not, they are encouraged to come up with ideas about promoting motivation. The question is: *“Do you think they (teachers) should motivate you more? If so, how?”* 23.98% (40 students) of the total amount of the participants suppose that their foreign language teachers should motivate them more. Pieces of advice of those learners are very diverse. They would like a better explanation (7.14%), more interesting classes (26.19%), more communication-based approach (11.91%), more practical-oriented things (7.14%), more visual aids (4.76%) and more human attitude of the teachers (9.53%). They also would like their teachers not to be so hung up on marks (2.38%, only Gymnázium Jana Nerudy-1 person) and some of them are not happy with their teachers' command of the foreign language which they teach since they would like them to improve their own knowledge of foreign languages (4.76%). 26.19% did not seize the opportunity of expressing themselves since they said that they did not know how their teachers should have motivated them. However, this item was given only by 2 children from Základní škola Červený Vrch. (for more detailed information please see tables 15 and 16 in the appendices.)

It is evident that many children gave a careful thought to this question. Their pieces of advice sound reasonable. The most frequent answer (alongside the answer do not know) says *more interesting classes* this is also very uncertain recommendation, nevertheless, it is what children wish to experience at schools.

13.1.14 The sixteenth question

The instruction of the sixteenth questions is: *“Rank these factors with numbers 1,2,3,4 or 5 in a following way - the higher number you put, the lesser the impact that factor has on your motivation to study foreign languages. Take it as marks at school – 5 is the worst and 1 is the best. A concrete factor has its square on the left.”* The factors were as follows: *“the teacher (school)”*, *“parents”*, *“another relative than a parent”*, *“friend(s)”*, *“interests”*, *“curiosity”*, *“a possible punishment or anger from your parents or the teacher”*, *“the importance of the knowledge of the foreign language(s)”*, *“the future study”*, *“the future job”*, *“travelling”*, *“media, “computer games”*, *“others, please write which ones”*

Just a summary the results of this question will be provided here. To get a detailed idea of the factors which motivate the participants of the survey, please see table number 17, 18, 19, 20 and 21. For the analysis of the results of this question a conception of Pavelková's is adopted. She says that: "*intrinsic motivation stems from the cognitive needs*" (Motivace žáků k učení 16, as translated by Věra Stránská) According to her, these needs are satisfied by the learning itself (17). According to this conception, interest, curiosity and partly the importance of the knowledge of the foreign languages but this is questionable are factors of *intrinsic* motivation. The others are labelled as factors of *extrinsic* motivation. The answer which motivation prevails among the respondents of the research will be answered shortly.

In total the strongest outer factor turns out to be a possible punishment or anger from the side of the parents or the teacher. 47.37% of the respondents labelled it with five. The second came two factors: another relative than a parent and computer games. This is not an unexpected result. Children going through puberty do not usually take to the heart what their parents are telling them, they are more likely to get influenced by other people. Friends serve this function very often. They were given number five by 16.37% of the students. Curiosity follows with 15.79%. Then it is media with 14.04%. Interests received 9.94%. Parents were given number five by 9.36% of the respondents. At the end there are the future job, the future study or travelling with insignificant numbers (4.68%, 7.60% and 7.02%) These three factors were assessed by five by about half of the people. Surprisingly, there is no considerable rise to be seen when considering upper secondary schools only.

When considering single schools the results do not vary much among them. At Střední průmyslová škola potravinářských technologií, Gymnázium Jana Nerudy and Základní škola Veltrusy the following three factors are in the lead. The first is a possible punishment or anger from the side of the parents or the teacher is in the lead. At the first-mentioned school 48.15% of the students assessed it by five. At Gymnázium Jana Nerudy it is 42.31% and at Základní škola Veltrusy it is 51.11%. The second comes another relative than a parent getting 37.04% (here equally with computer games) of those who assessed it by five at SPŠPT. This factor got 31.11% in Veltrusy and 34.62% at Gymnázium Jana Nerudy. That is to say, at Gymnázium Jana Nerudy this factor is actually the third. The second factor to be assessed by five by the most students are computer games here: 44.23% of the local students are very motivated for studying foreign languages by playing computer games. At Základní škola

Veltrusy the third factor are computer games: 33.33% of the students assessed them by five. At Základní škola Červený Vrch the most important factor is the same: a possible punishment or anger from the side of the parents or the teacher, it received 48.94%. The second comes also another relative than a parent with 29.29% of the students giving it five. The change is in the third strongest factor which here turned out to be friends and curiosity having equally 19.15% of the students assessing it by five.

Friends are generally very strong factor. In total they get 16.37%. At Střední průmyslová škola potravinářských technologií it got 22.22%. At Základní škola Veltrusy friends are the fourth together with media: 20%. However, at Gymnázium Jana Nerudy parents are the fourth strongest factor to motivate the students for studying foreign languages: it was assessed by number five by 15.38%.

At all the schools the least important factors are the future job, the future study, travelling and also interests (apart from Základní škola Veltrusy). It is bad for the teachers that they do not function as a big motivation for the students. What is remarkable is that the general factor the importance of the knowledge of the foreign languages.

There are hardly any considerable differences to be spotted between the first and final years of every school. The results are very similar.

Apparently, factors of *intrinsic* motivation are not the strong ones. The strongest ones are the outer factors, “the pushing ones”. It is not so bad, though. As it was described in the Theoretical part of the Diploma thesis the *intrinsic* and *extrinsic* motivation can complement each other. A possible punishment or anger from the side of the parents or the teacher can serve the function as arousing the already hidden motivation. However, the detailed survey was not the subject of the research.

13.1.15 The seventeenth question

The questionnaire was concluded with a question which function was to lighten the topic of motivation. It is an open question. The side reason for inclusion of this question is that it might make the respondents think about their future which is always worthwhile.

The question is: *“What would you like to do when you finish the school?”* From the answers the following future plans were formed: further education, stay abroad, an interesting job, any kind of a job and one group consists of answers do not know. In total 70.18% would like to continue in their studies. As it can be seen from the table number 24 the biggest amount of the learners or more precisely almost all of them wrote that they wanted to continue with their studies at Základní škola Červený Vrch: 100% in the sixth class and 92.31% in the ninth class. Also at Základní škola Veltrusy many pupils wrote the same answer as their colleagues in Červený Vrch exactly 82.14% in the sixth class and 70.59% in the ninth class. It is understandable that most of such answers were taken from lower secondary schools as they do not have as wide selection to opt from as the older respondents. They are expected to study at upper secondary grade.

61.54% of the students of Gymnázium Jana Nerudy would like to continue studying. A considerable increase in the amount of the answers can be observed here: from 53.34% in the third year to 72.73% in the sixth year. At Střední průmyslová škola Potravinářských technologií it is 51.85%. Also here an increase can be seen: 18.8% in the first class but 37.50% in the fourth class. These differences can be accounted for by the fact that students are maturing and in the last year they have to face up to the reality and they are more likely to realize that a further education might be a right prospect.

22.22% of the respondents wrote that they did not know what to do after the current school was finished. In considerably more cases the answer was given by the students of Střední průmyslová škola Potravinářských technologií (51.85%) and Gymnázium Jana Nerudy (30.77%). The other answers were given by insignificant amount of the learners, please see the table number 22, 23 and 24.

14. The interpretation of the hypotheses

Firstly, the hypotheses will be tested and then the attention will be devoted to the central focus so the most significant is left at the end.

The first hypothesis puts forward an idea that the older students are more motivated for studying foreign languages than their younger colleagues. The correlation matrix was worked out for each single school and then for all the respondents. At Střední průmyslová škola potravinářských technologií the result is 0.04. It means that there is no significant linear relation. The direction of the relation is positive. The hypothesis is rejected. As for Gymnázium Jana Nerudy the result is 0.11. There linear relation is insignificant. The direction of the relation is positive. The hypothesis is rejected. At Základní škola Veltrusy the result is 0.08. There is no significant relation. The direction of the relation is positive. The hypothesis is again rejected. At Základní škola Červený Vrch the result is 0.20. There linear relation is not much close. The direction of the relation is positive. The hypothesis is rejected. As for the schools in total the result is -0.01. There is no significant linear relation. The direction of the relation is negative. It results in the hypothesis being rejected. It cannot be said that the older students are more motivated for studying foreign languages.

The second hypothesis suggests that the participants who like going to school feel more motivated for studying foreign languages. Again each school will be described and then all the schools in total. At Střední průmyslová škola potravinářských technologií the correlation matrix is 0.23. There is no significant linear relation. The direction of the relation is positive. The hypothesis is not confirmed. At Gymnázium Jana Nerudy the result is -0.24. The linear relation is insignificant. The direction of the relation is negative. The hypothesis is rejected. At Základní škola Veltrusy the result is -0.14. There is no significant linear relation. The direction of the relation is negative. The hypothesis is rejected. At Základní škola Červený Vrch the result is 0.03. There is no significant linear relation. The direction of the relation is positive. The hypothesis is not confirmed. As for the respondents in total the result is -0.06. There is no significant linear relation. The direction of the relation is negative. The hypothesis is not confirmed. Thus, it cannot be said that the respondents who like going to school feel more motivated for studying foreign languages.

The third hypothesis proposes the idea that there might be the relation between the fact that children like studying foreign languages and the assessment of their motivation. The higher the motivation for studying foreign languages is, the more they like studying them. It appears to make sense. At the first school, Střední průmyslová škola potravinářských technologií, the correlation matrix showed that the linear relation was not significant and negative since it was -0.16. The hypothesis was not proved. At Gymnázium Jana Nerudy the result is -0.29. The linear relation is not much close. The direction of the relation is negative. The hypothesis is rejected. At Základní škola Veltrusy the result is -0.39. The linear relation is not much close. The direction of the relation is negative. The hypothesis is not confirmed. At Základní škola Červený Vrch the result is -0.46. The linear relation is medium close. The direction of the relation is negative. The hypothesis is rejected. The result of the correlation matrix being calculated for the schools in total is -0.32. The linear relation is not much close. The direction of the relation is negative. The hypothesis is not confirmed. It is not true that if children like studying foreign languages they are also motivated to do so. What is more the situation is very often the other way round. However, the linear relation is never close so it can neither be said that the less the participants like studying foreign languages, the more they are motivated for learning them. Please, see tables number 25, 26, 27, and 28 in the appendices.

15. The interpretation of the major question

The major issue lies in drawing comparison between motivations of the students for studying foreign languages. Firstly, the first and the final years at each school will be compared. At Střední průmyslová škola potravinářských technologií motivation of the students for studying foreign languages of the first and the fourth years are equal. As for the third and the sixth year at Gymnázium Jana Nerudy the result is the same: the motivations are equal. The students of the sixth and the ninth year at Základní škola Veltrusy do not differ in the level of their motivation. The same can be said about the sixth and the ninth class of Základní škola Červený Vrch.

Now, the years of the same grade will be examined. The level of motivation is not equal between the first and the third year of Střední průmyslová škola potravinářských technologií and Gymnázium Jana Nerudy. The same goes for the comparison of motivations of the fourth year and the sixth year of these schools: they are not equal. The motivations for studying foreign languages of the sixth class at Základní škola Veltrusy and the sixth class of Základní škola Červený Vrch are equal. The ninth classes' motivations of these schools are equal as well.

Now, the overall motivation of each school with each school will be examined. Comparing Střední průmyslová škola potravinářských technologií and Gymnázium Jana Nerudy the result is that their motivations are not equal. Motivation of Základní škola Veltrusy and Základní škola Červený Vrch are equal. Motivation of Střední průmyslová škola potravinářských technologií and Základní škola Veltrusy are not equal. Motivation for studying foreign languages of Střední průmyslová škola potravinářských technologií and Základní škola Červený Vrch are not equal. Motivation of Gymnázium Jana Nerudy and Základní škola Červený Vrch are equal and the same result is when comparing motivation of Gymnázium Jana Nerudy and Základní škola Červený Vrch.

There is a tendency to be noticed that the only schools to be distinguished is Střední průmyslová škola potravinářských technologií. The students here are considerably less motivated for studying foreign languages. (Tables number 29, 30 and 31 in the appendices)

The conclusion

The performance of the research proved the relevance and up-to-dateness of the issue of motivation. The research has revealed the worrying state of the amount of encouragement for studying foreign languages which is received by the students. About 60% of the respondents do not get adequate motivation for studying foreign languages either at home or at school. This is alarming since all behaviour is motivated as it was explained in the theoretical part of the Diploma Thesis. When human beings do something they need to be sure that there exists a reason for it. Moreover, the results showed that only a minority of the students are *intrinsically* motivated. They are rather motivated by the outer factors. They might not be mature enough to realize the importance of studying foreign languages or they might not be interested in them. Parents and teachers belong among the outer factors too. Teachers should try to arouse the interest for studying foreign languages if they want their lessons to be successful.

The research has revealed some positive information too, though. Students at three out of four surveyed schools (these being Gymnázium Jana Nerudy, Základní škola Veltrusy and Základní škola Červený Vrch) consider themselves highly motivated for studying foreign languages. Only the students of Střední průmyslová škola potravinářských technologií feel slightly less motivated for studying foreign languages but it does not mean that their motivation for studying foreign languages is low. The motivation of students of the surveyed schools are very similar only the students of Střední průmyslová škola potravinářských technologií tend to be different as far as motivation for studying foreign languages is concerned.

The research has demonstrated that there has been no direct significant relationship between the age of the students and their motivation. Neither has the research shown the significant relationship between the attitude to school attendance and motivation. There is also no significant relationship between the students' liking for foreign languages education and their motivation for engaging in the education.

Works Cited

Chráska, Miroslav. *Metody pedagogického výzkumu*. Praha: Grada Publishing, a.s., 2007.

Crystal, David. *English as a Global Language*. Cambridge: Cambridge University Press, 2003.

Harmer, Jeremy. *How to Teach English*. Harlow: Longman, 1998.

Hrabal Vladimír, Man František, Pavelková Isabella. *Psychologické otázky motivace ve škole*. Praha: Státní pedagogické nakladatelství, 1989.

Nakonečný Milan. *Motivace lidského chování*. Praha: Academia, 1996.

Lucas Rochelle Irene, "A Study on the Intrinsic Motivation Factors in Second Language Learning Among Selected Freshman Students." *Philippine ESL Journal*. February 2010: 3-23. 27 March 2013 <http://philippine-esl-journal.com/V4_A1.pdf>

Scrivener, Jim. *Learning Teaching*. Oxford: Macmillan. 2005.

Thanasoulas, Dimitrios. "Motivation and Motivating in the Foreign Language Classroom." *The Internet TESL Journal*. November 2002. 27 March 2013 <<http://iteslj.org/Articles/Thanasoulas-Motivation.htm>>

Zoltán, Dörnyei. "Motivation and Motivating in the Foreign Language Classroom." *The Modern Language Journal*. Autumn, 1994: 273-284. 1 February 2013 <[http://mailer.fsu.edu/~jkeller/EDP5217/Library/Curiosity%20&%20Attention/Attention/Dor nyei\(1994\)%20Foreign%20Language%20Classroom.pdf](http://mailer.fsu.edu/~jkeller/EDP5217/Library/Curiosity%20&%20Attention/Attention/Dor nyei(1994)%20Foreign%20Language%20Classroom.pdf)>

Zoltán, Dörnyei. "Motivation in second and foreign language learning." *Language Teaching*. July 1998: 117-135. 26 March 2013 <<http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf>>

Web pages of the school Střední průmyslová škola potravinářských technologií. 5 February 2013 <<http://www.podskalska.cz>>

Web pages of the school Gymnázium Jana Nerudy. 5 February 2013 <<http://www.gjn.cz>>

Web pages of the school Základní škola Veltrusy. 6 February 2013
<<http://www.skola.veltrusy.cz>>

Web pages of the school Základní škola Červený Vrch. 6 February 2013
<<http://www.zscvrch.cz>>

Appendices

Tables

Table No. 1

Q1	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
Girls	47.37%	40.74%	34.62%	57.78%	55.32%
Boys	52.63%	59.26%	65.38%	42.22%	44.68%

Table No.2

Q2	Total	SPŠPT		Gymn.J.Nerudy		ZŠ Veltrusy		ZŠ Červ.Vrch	
The year	14,83	1.	4.	3.	6.	6.	9.	6.	9.
The average age		15.91	19.19	15.57	18.41	11.46	14.47	11.48	14.38
The whole school		17.85		16.77		12.60		13.09	

Table No. 3

Q4	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
Yes	45.62%	44.45%	42.31%	66.66%	29.79%
No	24.56%	33.33%	19.23%	15.56%	34.04%
Not sure	29.82%	22.22%	38.46%	17.78%	36.17%

Table No. 4

Q5	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
English	100.00%	100.00%	100.00%	100.00%	100.00%
German	26.32%	48.15%	48.08%	15.56%	0.00%
French	23.39%	0.00%	55.77%	0.00%	23.40%
Russian	1.17%	3.70%	1.92%	0.00%	0.00%
Latin	12.28%	0.00%	40.38%	0.00%	0.00%
Spanish	1.75%	0.00%	5.77%	0.00%	0.00%

Table No. 5

Q6	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
Yes	64.91%	62.97%	73.08%	60.00%	61.70%
No	14.04%	22.22%	1.92%	11.11%	25.53%
Not sure	21.05%	14.81%	25.00%	28.89%	12.77%

Table No. 6

Q11	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
A global language	85.96%	92.60%	82.70%	84.45%	87.23%
Do not know	8.19%	3.70%	13.46%	13.33%	0.00%
Simplicity	2.34%	3.70%	0.00%	0.00%	6.38%
A diktat of the society	2.34%	0.00%	1.92%	2.22%	4.26%
The political standing of the USA	1.17%	0.00%	1.92%	0.00%	2.13%

Table No. 7

Q12	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
1	0.00%	0.00%	0.00%	0.00%	0.00%
2	1.17%	0.00%	1.92%	2.22%	0.00%
3	2.92%	3.70%	5.77%	2.22%	0.00%
4	3.51%	7.41%	0.00%	4.44%	4.26%
5	13.45%	33.33%	3.85%	11.11%	14.89%
6	12.28%	18.52%	5.77%	17.78%	10.64%
7	11.70%	18.52%	15.38%	4.44%	10.64%
8	32.74%	18.52%	34.62%	33.33%	38.30%
9	10.53%	0.00%	15.38%	8.90%	12.77%
10	11.70%	0.00%	17.31%	15.56%	8.50%

Table No. 8

Q12 each single classes	Total	SPŠPT		Gymn.J.Nerudy		ZŠ Veltrusy		ZŠ Červ.Vrch	
		1.	4.	3.	6.	6.	9.	6.	9.
The year									
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	1.17%	0.00%	0.00%	0.00%	4.55%	3.57%	0.00%	0.00%	0.00%
3	2.92%	0.00%	6.25%	6.67%	4.55%	0.00%	5.88%	0.00%	0.00%
4	3.51%	0.00%	12.50 %	0.00%	0.00%	3.57%	5.88%	4.76%	3.85%
5	13.45%	54.55 %	18.75 %	6.67%	0.00%	17.86 %	0.00%	19.05 %	11.54 %
6	12.28%	18.18 %	18.75 %	3.33%	9.08%	21.43 %	11.76 %	14.29 %	7.69%
7	11.70%	18.18 %	18.75 %	13.33 %	18.18 %	3.57%	5.88%	9.52%	11.54 %
8	32.74%	9.09%	25.00 %	43.34 %	22.73 %	21.43 %	52.96 %	42.86 %	34.61 %
9	10.53%	0.00%	0.00%	13.33 %	18.18 %	7.14%	11.76 %	0.00%	23.08 %
10	11.70%	0.00%	0.00%	13.33 %	22.73 %	21.43 %	5.88%	9.52%	7.69%

Table No. 9

Q12	Total	SPŠPT		Gymn.J.Nerudy		ZŠ Veltrusy		ZŠ Červ.Vrch	
The year		1.	4.	3.	6.	6.	9.	6.	9.
The whole school									
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		0.00%		0.00%		0.00%		0.00%	
2	1.17%	0.00%	0.00%	0.00%	4.55%	3.57%	0.00%	0.00%	0.00%
		0.00%		1.92%		2.22%		0.00%	
3	2.92%	0.00%	6.25%	6.67%	4.55%	0.00%	5.88%	0.00%	0.00%
		3.70%		5.77%		2.22%		0.00%	
4	3.51%	0.00%	12.50%	0.00%	0.00%	3.57%	5.88%	4.76%	3.85%
		7.41%		0.00%		4.44%		4.26%	
5	13.45%	54.55%	18.75%	6.67%	0.00%	17.86%	0.00%	19.05%	11.54%
		33.33%		3.85%		11.11%		14.89%	
6	12.28%	18.18%	18.75%	3.33%	9.08%	21.43%	11.76%	14.29%	7.69%
		18.52%		5.77%		17.78%		10.64%	
7	11.70%	18.18%	18.75%	13.33%	18.18%	3.57%	5.88%	9.52%	11.54%
		18.52%		15.38%		4.44%		10.64%	
8	32.74%	9.09%	25.00%	43.34%	22.73%	21.43%	52.96%	42.86%	34.61%
		18.52%		34.62%		33.33%		38.30%	
9	10.53%	0.00%	0.00%	13.33%	18.18%	7.14%	11.76%	0.00%	23.08%
		0.00%		15.38%		8.90%		12.77%	
10	11.70%	0.00%	0.00%	13.33%	22.73%	21.43%	5.88%	9.52%	7.69%
		0.00%		17.31%		15.56%		8.50%	

Table No. 10

Q12	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
Mean	7.22	5.96	7.71	7.24	7.36
Median	8.00	6.00	8.00	8.00	8.00
Mode	8.00	5.00	8.00	8.00	8.00
Variance	3.49	1.89	3.63	3.96	2.61
Standard deviation	1.87	1.40	1.92	2.01	1.63

Table No. 11

Q13	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
Yes	60.23%	44.44%	63.46%	57.78%	68.08%
No	30.41%	48.15%	36.54%	22.22%	21.28%
Not sure	9.36%	7.41%	0.00%	20.00%	10.64%

Table No. 12

Q13a	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
The importance of the knowledge of foreign languages	22.22%	29.63%	21.15%	24.44%	17.02%
Stay abroad	8.18%	3.70%	7.69%	6.67%	12.77%
They have a good command of foreign languages or learn them by themselves	11.70%	7.41%	11.54%	6.67%	9.15%
They pay for the extra lessons or interest groups, trips	5.85%	3.70%	7.69%	2.22%	8.51%
Do not know	7.02%	0.00%	9.62%	8.89%	6.38%
Overall motivation to study	5.85%	0.00%	5.77%	8.89%	6.38%
Did not give an answer	39.18% (67)	55.56% (15)	36.54% (19)	42.22% (19)	29.79% (14)

Table No. 13

Q14	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
Yes	61.40%	59.26%	75.00%	66.67%	42.55%
No	26.90%	33.33%	17.31%	11.11%	48.94%
Not sure	11.70%	7.41%	7.69%	22.22%	8.51%

Table No. 14

Q14a	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
Interesting classes	13.45%	22.22%	19.23%	4.45%	10.64%
Good pronunciation	0.58%	3.70%	0.00%	0.00%	0.00%
Has a good grasp of the language	5.85%	7.41%	5.77%	2.22%	8.50%
Do not know	11.11%	7.41%	17.30%	13.33%	4.26%
A good teacher	12.28%	11.11%	9.62%	20.00%	8.50%
Marks and tests	8.19%	3.70%	9.62%	13.33%	4.26%
The possibility of use	5.85%	3.70%	7.69%	6.67%	4.26%
Homework	4.09%	0.00%	5.77%	6.67%	2.13%
Did not give an answer	38.60% (66)	40.75% (11)	25.00% (13)	33.33% (15)	57.45% (27)

Table No. 15

Q15	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
Yes	23.98%	29.63%	25.00%	8.89%	34.04%
No	54.38%	48.15%	53.85%	60.00%	53.19%
Not sure	21.64%	22.22%	21.15%	31.11%	12.77%

Table No. 16

Q15a	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
Better explanation	1.75%	3.70%	0.00%	0.00%	4.26%
More interesting classes	6.43%	0.00%	5.77%	2.22%	14.89%
More communication-based approach	2.92%	11.11%	0.00%	2.22%	2.13%
More practical-oriented things	1.75%	7.41%	1.92%	0.00%	0.00%
More visual aids	1.17%	7.41%	0.00%	0.00%	0.00%
Do not be so hung up on marks	0.58%	0.00%	1.92%	0.00%	0.00%
Do not know	6.43%	0.00%	9.62%	4.44%	8.51%
More human attitude	2.34%	0.00%	5.77%	2.22%	0.00%
Improve their own knowledge of foreign languages	1.17%	0.00%	0.00%	0.00%	4.26%
Did not give an answer	75.46% (129)	70.37% (19)	75.00% (39)	88.90% (40)	65.95% (31)

Table No. 17

Q16 Total	1	2	3	4	5
The teacher (school) parents	21.64%	29.24%	27.49%	14.62%	7.02%
Another relative than a parent	28.07%	33.33%	18.13%	11.11%	9.36%
Friends	17.54%	21.05%	12.87%	15.79%	32.75%
Interests	15.20%	20.47%	32.16%	15.79%	16.37%
Curiosity	32.16%	25.73%	22.81%	9.36%	9.94%
A possible punishment of anger from the side of the parents or the teacher	19.88%	28.65%	21.64%	14.04%	15.79%
The importance of the knowledge of foreign languages	10.53%	11.70%	17.54%	12.87%	47.37%
The future study	47.37%	22.22%	20.47%	4.09%	5.85%
The future job	51.46%	23.39%	13.45%	4.09%	7.60%
Travelling	53.80%	23.98%	11.70%	5.85%	4.68%
Media	53.22%	22.81%	12.87%	4.09%	7.02%
Computer games	23.39%	21.64%	24.56%	16.37%	14.04%
	23.39%	14.04%	16.96%	12.87%	32.75%

Table No. 18

Q16 SPŠPT	1	2	3	4	5
The teacher (school)	18.52%	22.22%	29.63%	22.22%	7.41%
parents	7.41%	40.74%	22.22%	18.52%	11.11%
Another relative than a parent	14.81%	25.93%	11.11%	11.11%	37.04%
Friends	3.70%	11.11%	44.44%	18.52%	22.22%
Interests	18.52%	29.63%	40.74%	3.70%	7.41%
Curiosity	11.11%	33.33%	37.04%	11.11%	7.41%
A possible punishment of anger from the side of the parents or the teacher	22.22%	3.70%	14.81%	11.11%	48.15%
The importance of the knowledge of foreign languages	40.74%	25.93%	18.52%	11.11%	3.70%
The future study	37.04%	33.33%	22.22%	0.00%	7.41%
The future job	40.74%	40.74%	14.81%	0.00%	3.70%
Travelling	55.56%	18.52%	18.52%	0.00%	7.41%
Media	18.52%	18.52%	29.63%	14.81%	18.52%
Computer games	14.81%	7.41%	37.04%	3.70%	37.04%

Table No. 19

Q16 Gymn.J.Nerudy	1	2	3	4	5
The teacher (school)	9.62%	38.46%	34.62%	9.62%	7.69%
parents	19.23%	32.69%	25.00%	7.69%	15.38%
Another relative than a parent	15.38%	19.23%	17.31%	13.46%	34.62%
Friends	25.00%	26.92%	34.62%	5.77%	7.69%
Interests	42.31%	30.77%	19.23%	5.77%	1.92%
Curiosity	26.92%	34.62%	19.23%	7.69%	11.54%
A possible punishment of anger from the side of the parents or the teacher	9.62%	9.62%	23.08%	15.38%	42.31%
The importance of the knowledge of foreign languages	44.23%	25.00%	19.23%	1.92%	9.62%
The future study	55.77%	25.00%	9.62%	1.92%	7.69%
The future job	55.77%	21.15%	11.54%	3.85%	7.69%
Travelling	57.69%	19.23%	13.46%	5.77%	3.85%
Media	34.62%	23.08%	26.92%	7.69%	7.69%
Computer games	21.15%	19.23%	11.54%	3.85%	44.23%

Table No. 20

Q16 ZŠ Veltrusy	1	2	3	4	5
The teacher (school)	48.89%	28.89%	11.11%	6.67%	4.44%
parents	42.22%	31.11%	13.33%	2.22%	11.11%
Another relative than a parent	24.44%	22.22%	8.89%	13.33%	31.11%
Friends	20.00%	17.78%	24.44%	17.78%	20.00%
Interests	28.89%	17.78%	26.67%	8.89%	17.78%
Curiosity	20.00%	20.00%	22.22%	15.56%	22.22%
A possible punishment of anger from the side of the parents or the teacher	2.22%	15.56%	17.78%	13.33%	51.11%
The importance of the knowledge of foreign languages	55.56%	13.33%	20.00%	2.22%	8.89%
The future study	57.78%	15.56%	8.89%	4.44%	13.33%
The future job	62.22%	15.56%	11.11%	4.44%	6.67%
Travelling	53.33%	20.00%	8.89%	2.22%	15.56%
Media	17.78%	17.78%	20.00%	24.44%	20.00%
Computer games	15.56%	15.56%	15.56%	20.00%	33.33%

Table No. 21

Q16 ZŠ Červ.Vrch	1	2	3	4	5
The teacher (school)	10.64%	23.40%	34.04%	23.40%	8.51%
parents	36.17%	31.91%	12.77%	19.15%	0.00%
Another relative than a parent	14.89%	19.15%	12.77%	23.40%	29.79%
Friends	6.38%	21.28%	29.79%	23.40%	19.15%
Interests	31.91%	25.53%	12.77%	17.02%	12.77%
Curiosity	17.02%	27.66%	14.89%	21.28%	19.15%
A possible punishment of anger from the side of the parents or the teacher	12.77%	14.89%	12.77%	10.64%	48.94%
The importance of the knowledge of foreign languages	46.81%	25.53%	23.40%	4.26%	0.00%
The future study	48.94%	23.40%	17.02%	8.51%	2.13%
The future job	51.06%	25.53%	10.64%	12.77%	0.00%
Travelling	46.81%	31.91%	12.77%	6.38%	2.13%
Media	19.15%	25.53%	23.40%	19.15%	12.77%
Computer games	38.30%	10.64%	12.77%	21.28%	17.02%

Table No. 22

Q17	Total	SPŠPT	Gymn.J.Nerudy	ZŠ Veltrusy	ZŠ Červ.Vrch
Do not know	22.22%	51.85%	30.77%	13.33%	4.26%
Further education	70.18%	29.63%	61.54%	77.79%	95.74%
Stay abroad	1.17%	3.70%	1.92%	0.00%	0.00%
Interesting job	2.34%	7.41%	0.00%	4.44%	0.00%
Any kind of a job	4.09%	7.41%	5.77%	4.44%	0.00%

Table No. 23

Q17 each single class	Total	SPŠPT		Gymn.J.Nerudy		ZŠ Veltrusy		ZŠ Červ.Vrch	
The year		1.	4.	3.	6.	6.	9.	6.	9.
Do not know	22.22%	54.55%	50.00%	40.00%	18.18%	10.72%	17.65%	0.00%	7.69%
Further education	70.18%	18.18%	37.50%	53.34%	72.73%	82.14%	70.59%	100.00%	92.31%
Stay abroad	1.17%	9.09%	0.00%	3.33%	0.00%	0.00%	0.00%	0.00%	0.00%
Interesting job	2.34%	18.18%	0.00%	0.00%	0.00%	0.00%	11.76%	0.00%	0.00%
Any kind of a job	4.09%	0.00%	12.50%	3.33%	9.09%	7.14%	0.00%	0.00%	0.00%

Table No. 24

Q17	Total	SPŠPT		Gymn.J.Nerudy		ZŠ Veltrusy		ZŠ Červ.Vrch	
The year		1.	4.	3.	6.	6.	9.	6.	9.
The whole school									
Do not know	22.22%	54.55%	50.00%	40.00%	18.18%	10.72%	17.65%	0.00%	7.69%
		51.85%		30.77%		13.33%		4.26%	
Further education	70.18%	18.18%	37.50%	53.34%	72.73%	82.14%	70.59%	100.00%	92.31%
		29.63%		61.54%		77.79%		95.74%	
Stay abroad	1.17%	9.09%	0.00%	3.33%	0.00%	0.00%	0.00%	0.00%	0.00%
		3.70%		1.92%		0.00%		0.00%	
Interesting job	2.34%	18.18%	0.00%	0.00%	0.00%	0.00%	11.76%	0.00%	0.00%
		7.41%		0.00%		4.44%		0.00%	
Any kind of a job	4.09%	0.00%	12.50%	3.33%	9.09%	7.14%	0.00%	0.00%	0.00%
		7.41%		5.77%		4.44%		0.00%	

Table No. 25

SPŠPT – correlation	
age vs. motivation	0.04
like going to school vs. motivation	0.23
like learning foreign languages vs. motivation	-0.16

Table No. 26

Gymn. J. Nerudy – correlation	
age vs. motivation	0.11
like going to school vs. motivation	-0.24
like learning foreign languages vs. motivation	-0.29

Table No. 27

ZŠ Veltrusy – correlation	
age vs. motivation	0.08
like going to school vs. motivation	-0.14
like learning foreign languages vs. motivation	-0.38

Table No. 28

ZŠ Červený Vrch – correlation	
age vs. motivation	0.20
like going to school vs. motivation	0.03
like learning foreign languages vs. motivation	-0.46

Table No. 29

Overall motivation for studying foreign languages

School No. 1	School No. 2	p-value	The result
SPŠPT	Gymn. J. Nerudy	7.676e-005	Are not equal
ZŠ Veltrusy	ZŠ Červ. Vrch	0.7593	Are equal
SPŠPT	ZŠ Veltrusy	0.00486	Are not equal
SPŠPT	ZŠ Červ. Vrch	0.0003815	Are not equal
Gymn. J. Nerudy	ZŠ Veltrusy	0.246	Are equal
Gymn. J. Nerudy	ZŠ Červ. Vrch	0.3345	Are equal

Table no. 30

Comparison of lower secondary schools' motivation for studying foreign languages

School No. 1	School No. 2	p-value	The result
ZŠ Veltrusy the 6th cl.	ZŠ Veltrusy the 9th cl.	0.669	Are equal
ZŠ Červ. Vrch the 6th cl.	ZŠ Červ. Vrch the 9th cl.	0.2405	Are equal
ZŠ Veltrusy the 6th cl.	ZŠ Červ. Vrch the 6th cl.	0.8677	Are equal
ZŠ Veltrusy the 9th cl.	ZŠ Červ. Vrch the 9th cl.	0.6978	Are equal

Table no. 31

Comparison of upper secondary schools' motivation for studying foreign languages

School No. 1	School No. 2	p-value	The result
SPŠPT the 1st cl.	SPŠPT the 4th cl.	0.6647	Are equal
Gymn. J. Nerudy the 3rd cl.	Gymn. J. Nerudy the 6th cl.	0.6647	Are equal
SPŠPT the 1st cl.	Gymn. J. Nerudy the 3rd cl.	0.002681	Are not equal
SPŠPT the 4th cl.	Gymn. J. Nerudy the 6th cl.	0.01076	Are not equal

The questionnaire

The questionnaire, dotazník

Hi, I am Vera. I would like to ask you to kindly fill in this questionnaire. It focuses on motivation for foreign languages study. I will make use of your responses in the research of my Diploma Thesis which I am writing at the Department of English Language and Literature at Faculty of Education, Charles University.

The information which I will obtain will be used for purposes of my research only. I thank you a lot. I highly appreciate your time which you dedicate to this questionnaire. Have a lovely day.

Ahoj, jmenuji se Věra Stránská a chci Tě poprosit o vyplnění tohoto dotazníku, který se zaměřuje na problematiku motivace pro studium cizích jazyků. Tvé odpovědi poslouží do výzkumu v mé diplomové práci, kterou píšu na katedře anglického jazyka a literatury Pedagogické fakulty UK.

Informace, které touto cestou získám, použiji pouze pro účely svého výzkumu. Moc Ti děkuji, Vážím si Tvého času, který mému dotazníku věnuješ.

Měj se pěkně a něco pro to dělej ☺

Motivation: the need of organism to do the activity. The power which propels us to engage in the activity. It is influenced by various factors.

Motivace: Hnací síla, která nás nutí k tomu věnovat se určité činnosti. Ovlivňují ji různí činitelé.

1. What is your sex? Jaké je tvé pohlaví?

a man, muž

a woman, žena

2. How old are you? Kolik je ti let?

3. Which class are you attending this year? Kterou třídu navštěvuješ?.....

4. Putting it generally, do you like going to school? Všeobecně řečeno: Chodíš rád/a do školy?

- yes, ano
- no, ne
- not sure, nevím

5. Which foreign languages are you studying? Jaký (é) cizí jazyk (y) se učíš?

.....

6. Do you like studying foreign languages? Učíš se rád/ ráda cizí jazyky?

- yes, ano
- no, ne
- not sure, nevím

7. Do you attend any language interest group apart from school? Navštěvuješ mimo školu nějaký kroužek cizího jazyka?

- yes, ano
- no, ne

8. If so, what interest group? Pokud ano, jaký?

9. Why are you attending this interest group? Do you like it there? Proč ten kroužek navštěvuješ? Líbí se ti tam?

.....

10. What foreign language is the best to study in these days according to you? Který cizí jazyk je, podle tebe, v dnešní době nejlepší studovat?

.....

11. Why is that that almost everyone studies English these days? Proč myslíš, že se dnes skoro všichni učí angličtinu?

.....
.....

12. Do you feel motivated for learning foreign languages? Please, circle the respectable number. 1. stands for not being motivated whatsoever. 10 stands for being strongly motivated. Cítíš se být motivován pro studium cizích jazyků? Zakroužkuj odpovídající číslo. 1 nejsem vůbec motivovaný(á), 10 – jsem velmi silně motivovaný(á)

1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

13. Do you think that your parents motivate you (prompt, stimulate) to study foreign languages? Myslíš si, že tě rodiče motivují (podněcují, stimulují) ke studiu cizích jazyků?

- yes, ano
- no, ne
- not sure, nevím

14. Does your foreign language teacher motivate you? Motivuje Tě Tvůj učitel cizího jazyka ke studiu?

- yes, ano
- no, ne
- not sure, nevím

15. Do you think they should motivate you more? If so, how? Myslíš si, že by tě tvůj učitel cizího jazyka měl více motivovat?

.....
.....
.....

16. Rank these factors with numbers 1,2,3,4 or 5 in a following way - the higher number you put, the lesser the impact that factor has on your motivation to study foreign languages. Take it as marks at school – 5 is the worst and 1 is the best. A concrete factor has its square on the left. Ohodnoť tyto činitele (učitel, rodiče atd.) čísly 1,2,3,4, nebo 5 tímto způsobem – čím vyšší číslo, tím méně konkrétní činitel ovlivňuje tvou motivaci ke studiu cizích jazyků. Je to stejné jako známky ve škole. 5 je nejhorší a 1 je nejlepší. Ke každému činiteli patří čtvereček nalevo od něj.

- the teacher (school), učitel (škola) parents, rodiče
- another relative than a parent, jiný rodinný příslušník než rodič
- friends, kamarád (i) interests, zájmy curiosities, zvědavost
- a possible punishment from the side of the parents or the teacher, možný trest nebo hněv ze strany rodičů nebo učitele the importance of the knowledge of the foreign language, důležitost znalosti cizího jazyka
- the future study, budoucí studium the future job, budoucí práce travelling, cestování media, média
- computer games, počítačové hry others, please write which ones jiný(é)
 , uveď jaký(é).....

17. What would you like to do when you finish the school? Co bys chtěl/a dělat, až dokončíš školu? Myslím tu, kterou právě teď navštěvuješ
