

Title: Inequality in Foreign Language Learning

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Abstract:

This dissertation draws on sociological assumptions that learning success is significantly influenced by social environment. In this respect the questions of inequality in foreign language education are raised. The external factors such as social class, and motivation and attitudes, as two major social psychology phenomena related to success at foreign language learning, are researched. Based on these concepts the process of foreign language learning is considered as strongly influenced by opportunities for learning and by the process of constructing foreign language learner's identity.

The research follows the qualitative paradigm using the narrative approach, and an in-depth interview as the main research method. The research design of biography and case study is used and two individual case studies are presented, with the impact of showing diversity and complexity of foreign language learning. The research takes place in the university environment – the students of technical faculties were the object of the research.

Keywords: inequality, motivation, attitudes, habitus, identity