Motivation is considered a very important factor which influences a learner´s ability to learn and the level of their achievement. There has been much research done on all aspects of this subject, with important implications for classroom practice and, therefore, it would be impossible and inadvisible to ignore such an area for a foreign language teacher.

As a language teacher who is aware of the important influence motivation has on my learners´ learning, the aim of my diploma paper is to define and describe the following aspects and areas of motivation:

- Definition of motivation

- The psychological and the socio-psychological views of motivation

- Types of motivation

- Elements and stages of motivation

- Factors affecting motivation

In order to investigate and to find out more about teachers´ approaches towards promoting motivation and motivation techniques in English learning class, questionnaires for teachers will be used in practical part of this paper. Through the questionnaire for learners, their preferences, feelings and opinions on the importance of learning English will be described. Based on theory as well as on the results of practical part of the paper, implications and recommendations for the classroom will be drawn.

what is actually meant by this term?

The word motivation generally refers to collection of concepts which are possibly distinct from each other, but there is a tendency to use the term as a general, blanket term which includes these different concepts. In addition, the word has passed through a number of different interpretations as psychological and pedagogical theories have developed and changed. Therefore, there is some danger in using the blanket term motivation (without defining whose concepts of motivation is being referred to, or which possible elements of motivation are being considered).

Furthemore, popular usage of the term tends to reduce these many elements to just one: the generating of enthusiasm or the general disposition to learn. Thus, when we say that a learner is motivated, we generally mean that the learner is showing an interest in learning, and that he/she is behaving in a way which is likely to result in that learning being successful.

The researchers who have been dealing with motivation have not created one general definition of motivation which would include all the essential factors. There is no single correct answer to the question of what motivation is. However, there is some agreement on the existence of two basic types of motivation, which can be termed internal and external, or intrinsic and extrinsic and which will be described later on in this paper. There is also some agreement on the importance of the external factors which affect motivation, and on the stages of motivation, allthough the theorists categorize them differently.

both) in order to attain a previously set goal (or goals).

(Williams.1997:120)

Motivation is a kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal (that is, something we wish to work towards and achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach it. Language learners who are motivated perceive goals of various kinds.

(Harmer.1991:3)

The above scientists agree on the point that motivation has an internal drive which precedes the period of striving towards a goal. Therefore, as a working definition of motivation, the following may be used:

Motivation is the result of an interaction of forces, some internal and some external to the learner. The internal forces supply the initial source of energy required for effective learning to take place, and they are modified – increased or decreased – by the external forces which the learner encounters in his/her environment both initially, and also as he /she progresses along the path towards the chosen goal.

The internal forces are psychological ones, have an emotianal source, and are rooted in the learner´s personality. That is, the learner´s likes, dislikes, intentions, and wishes drive him/her to identify a goal and to desire to reach it. These internal factors exist in an interactive relationship with the external factors which in language learning include: the target language, the culture of that language and the learner´s home and school environment. Experience or influence which are external can affect emotions (which are internal) and can result in a change of decision by the learner or a charge in the level of

3. The Psychological and Sociopsychological Views of Motivation

The study of motivation to foreign language learning has, as it has developed, clustered into various movements which hold similar, overlapping or completely different views on the subject. In the third chapter some of the theories belonging to these movements will be discussed and compared and, finally, a view of motivation, which suggests an interactive understanding of all aspects of motivation, will be described.

The psychology of language learning has developed into an important discipline, because the whole field of language learning is involved with communicating with other people, with interacting with them, with social relations and their psychological influences and affects.

The psychological views of motivation focus on emotional and social factors, on the internal states and drives of the learner.

3.1.1. The Level of Aspiration

According to Schmidt (1990:231), when talking about psychological views of motivation, the level of aspiration must be considered. The level af aspiration, that is, the level of diffficulty of a task which a learner would choose to perform after having

low level to avoid failure, or may set a high level which is possibly unrealistic. That is, a very easily gained success is followed by a low setting of aspiration, a task which is highly valued may produce lower level of aspiration than low-valued task. A closed task (such as problem solving) produce more consistant level of aspiration than a task which apperas to have a large element of luck. The level of aspiration is determined by the interaction between the person´s estimated likelihood of succeeding or failing in the task as well as the importance of success for the particular person in the particular task.

The theory on the level of aspiration provides the teacher with some results which can be used in the classroom. For example, when the teacher is persuading learners to opt for work assignments of differing difficulty. Here, the teacher´s problem is not really to persuade the learner that the new level of difficulty is suitable, for that will be apparent to the learner from his or her experience with similar problems and from the proportion of his or her classmates who are known to have succeeded, but the problem is to persuade the learner that it is worth the effort, in terms of the learner´s own values. The learner´s vaules may depend on sex, age, parental encouragement, class size and the teacher´s attitude.

Nevertheless, level of aspiration is a crucial variable in any learning situation. Many pupils appear to have low levels of aspiration. Some are buried in the institutional structure, with ability groupings that carry a depressing message for those in lower ability groups. Consequently, the effect of lower motivation also appears.

difference between the body's actual internal state and state of physical equilibrate of homeostatis. That is, a person is driven to breathe as his/her body needs air. When applied to learning, a person might be driven to learn as learning gives him/her rewards (approval, tokens of success etc.).

However, according to McDonough (1986:150), needs-based theory holds that the drive to act is reduced if the need is reduced, that would mean that giving reward would reduce learning instead of increasing it.

Although learners often have well-defined objectives, the satisfaction of homeostatic needs is not relevant to them. That is, learning part of the language may increase motivational strength and the learner my thus wish to learn the rest. Even though language learning is concerned with a particular goal in view, the satisfaction from the activity of learning itself may be as great as that from the final reaching of the goal. Secondly, drive is seen as an automatical result from the mechanical development of a need without any reference to more sophisticated set of values. In humans, rather than on mechanistic reactions, the effect of any reward of knowledge is dependent on values and perceptions.

3.1.3. Maslow´s Theory of Motivation

A.H.Maslow was one of the most influential scientist in the sphere of human motivation and thus, his theory of motivation ought not be omitted here. His model moves from personal needs at the bottom of his pyramid to intellectual on the top. (in Fontana. 1997:215). Maslow stated that personal needs (physiological, safety) are to great extent

3.1.4. Need Achievement Theory

The term need for achievement has been used to mark the set of important individual differences. Different levels of the need to achieve are the results of previous learning experience. According to Atkinson: „The strength of need for achivement is the result of two tendences: motivation toward success and motivation toward avoidance of failure" (in McDonough, 1986:132). McDonough (1986:152) stated that the origins of these two aspects of need for achievement could be different experiences in early childhood and in the parents´ attitudes. Achievers are considered people who, based on their previous learning experiences, perceive new learning situations and problems as outside their present capabilities, but possible to attain with some effort. In contrast, low achievers are learners whose previous learning experiences are dicouraging and unsuccessful. McDonough also notes that such people prefer challenges and tasks which are rather easy. Such tasks carry a high and clear probability of success and therefore, a low level of risk as the likelihood of success is pre-determined and is not dependent on the learner´s work. Learners who have had discouraging learning experiences in the past will, therefore, experience a greater degree of what the psychologists call *motivation towards avoidance of failure.* This theory has been shown in a number of research work to be powerful tool for predicting and understanding achievement-related behaviour. Need achivement theory is the most cognitive and non-mechanistic theoretical position on motivation.

elaborate the theories just outlined and include perceptions, motives and ideas which learners think influence their own performance - which may loosely be callled cognitions. In the educational context, the principle that attribution of responsibility guides subsequent behaviour is true of both teachers and learners.(in McDonough 1986:153)

Weiner (in McDonough 1986:154) draws further implications from attribution theory. He notes that causal attributions are also linked to achievement striving – a learner´s feeling of pride in accomplishment or shame in failure is not only linked backwards to the causes he/she perceives, but also forwards to how hard he/she will strive to meet the demands of the next task or learning problem. For example, individuals who have a high need for achievement tend to ascribe success to personal factors – such as their own ability and hard work. Pupils who take personal credit for success feel greater pride in achievement than pupils who atrribute their success to outside factors, this increased price tends to lead to more attempts to achieve things – to climb to greater heights. Similarly, individuals who have a hig need for achievement tend to ascribe failure to not working hard enough. According to Herman: „Effort is relatively unstable, it can be varied more or less at will.“ Therefore, failure is seen by these individuals as a temporary setback, and later successes can be anticipated (Herman, 1980:249). In the case of language learners, one of the most frequent attribution to a stable factor outside their control are apptitudes such as an ear for languages.

McDonough (1986:158) suggested that this type of theory highlights the extreme complexity of motivation. Apart from the difficulty of finding out where the individual differences come from, presumably in part from parents, school atmosphere, teachers,

need for achievement tend to go for tasks where they think there is a roughly equal chance of success of failure, whereas others go either for easy tasks because they virtually guarantee success, or for difficult tasks because failure can be attributed to ourside factors, namely, the difficulty of the task undertaken.

In the preceding chapters an attempt has been made to show how psychological views informs language teaching, and how it can be particularly useful in the areas of learning processes, social interaction, language development, and individual differences. In order to sum up the role of psychology in language teaching in a few words, it would be: understanding, evaluation, and suggestion. *Understanding* is a broad term, but it refers here to describe the situation in which the teacher gained knowledge from the field of psychology in order to analyse and classify the type of drives which an individual learner possesses, that is, to understand the learner´s reasons for behaving as he/she does in the learning situation. *Evaluation* is the process of assessing the amount of the variables which contribute to those drives, and it is also the process of assessing their worth or usefulness to the learning process. *Suggestion* is one tool which the teacher can use to stimulate the learner´s interest and motivation, and it is also a mechanism which delivers unspoken messages to the learner about his or her worth.

3.2. The Sociopsychological Model

Several aspects of the psychological view of language learning which are relevant to the socio-psychological model have already been described above.

,,Languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behavior patterns which are characteristic of another community." (Gardner.1985:146). One of the main proponents of the sociopsychological approach are Gardner and Lambert, whose model of language learning deals with cultural belief, attitude and motivation. Gardner and Lambert made the now widely-accepted distinction between two types of extrinsic model: integrative and instrumental model.

Gardner measured aspects of motivation using his *Attitude Motivation Test Battery* (Gardner.1985:177 – 184), to measure factors such as attitudes towards the target language community, interest in foreign languages, integrative orientation, anxiety, parental encouragement, and attitude towards the teacher.

Thus, Gardner focuses on the external influence of the culture and social situation, and the internal influence of anxiety and attitude but does not see motivation as primarily a psychological drive, but a relationship between variable social factors and fixed psychological qualities.

4. Elements and Stages of Motivation

Modern literature distinguishes four basic elements of motivation. They are the following:

❑ Desire
❑ Arousal

Effort – making exertion to accomplish something, involving concentration or a special activity

Interest – an excitet curiosity or attention, also the stage which the learner has in the activity in hand

These four elements of motivation may be seen in the following example: A learner becomes interested by an English song he/she hears on the radio – the interest is *aroused*. This arousal creates a *desire* to understand the song, which results in *effort* being made to understand and sing the lyrics. The learner has now developed an *interest* in learning.

However, Gardner and Lamber (1972:10) suggested that there are several components of effort, such as compulsiveness, desire to please a teacher or parent, a greatly felt need to achieve, good study habits, social pressures (examinations or external rewards) which do not relate specifically to learning a language. In other words, they suggested that it is also important to study channels of learners´ effort. The following figure for defining components of motivation was proposed:

Motivation = Effort + Desire to achieve a goal + Attitudes

Williams (1997:121) divides motivation into three stages:

1. Reasons for doing
2. Deciding to do
3. Sustaining of the effort or persisting

As shown above, first there is a reason or reasons for undertaking a particular activity (internal/external influences or a mixture of both). Some individuals may have a very

curiosity) or external (another person or event). Internal/external distinction has played an important part in many current theories of motivation. Once the person´s interest is activated, it leads him/her to make conscious decisions to act in such way to achieve a certain goal (or goals). After the beginning of the activity, the person needs to persist, or in other words, to sustain such effort needful for achieving the goal. As was said previously, motivation involves far more than arousing the interest. This interest must also be sustained and, necessary energy, time, effort need to be invested into reaching the goal. Therefore, it is possible to say that motivation occures as a result of different influences.

Harter (in Williams.1994:78) distinguishes five separate dimensions that comprise motivation, each of which is defined by an intrinsic and extrinsic pole:

- Preference for challenge vs. Preference for easy work.
- Curiosity/interest vs. Pleasing teacher/getting grades.
- Independent mastery vs. Dependence on teacher in figuring out problems.
- Independent judgement vs. Reliance on teacher´s judgement about what to do.
- Internal criteria for success vs. External criteria for success

The first three are clearly concerned with reasons for acting, the last two are more concerned with acting in a motivated way. The first three are truly motivational in that they tap into what the child wants to do. The last two are seen as more concerned with control or judging progress. To conclude, a learner can be relatively intrinsic on the first three while being relatively extrinsic on the last two.

- Intrinsic motivation – This kind of motivation rises from inside the learner.

5.1. Extrinsic Motivation

Harmer (1991:3) suggested to differentiate between two main types of extrinsic motivation: *integrative* and *instrumental* motivation.

According to Harmer (1991:4), integrative motivation occurs when the learner is motivated by a wish to identify with the culture of speakers of English. The more that a learner admires the target culture (reads its literature, visites it on holiday, looks for opportunities for practising the language) – the more successful the learner will be in the English-learning classroom. Integrative motivation is considered an important source, it is firmly based in the personality of the learner. As such, it is likely to exert its influence over an extended period and to sustain learning efforts over the time that is neccessary to attain language learning success. A weaker form of such motivation would be the desire to know as much as possible about the culture of the target language community. Integrative motivation is dependent on internal influences for its drive, and its goals are often rather abstract .

In contrast to integrative motivation, instrumental motivation occurs when the learner believes that English will be instrument in their effort for reaching goals such as getting better job in the future. It arises from external influences, its goals and rewards are concrete and it is not closely connected to the personality of the learner. It is influenced by the attitude of those who have influence with that learner. If the learner´s parents are

advised to do their best to ensure that learners view the language and the learning in a positive light. This could be done by creating a positive attitude to the language and its speakers. Teachers also ought to be supportive and encouraging rather than critical and destructive.

According to Fontana, extrinsic motivation requires a number of important considerations :

- When fighting with the harmful effects of permanent failing, the teachers should provide as many opportunities for success on any level of output. The learner is gradually building up a new image about himself/ herself and could be encouraged to choose higher goals.

- Motivation is sometimes lost when learners have to wait for their results too long. The longer the intermission between the performance and the feedback is, the less effective learning is and the bigger likelihood that children will lose the interest in the task and its result is.

- A useful motivator is the competition among children. However, if the competition is too intensive, it can lead to unpleasant experience and harmful effects of failure. It is much more profitable when the child competes with himself/herself while improving his/her performance.

- When the pressure of extrinsic motivation is too strong, children tend to deceive or pretend illness in order to avoid the consequences of failing.

- Praising is a highly rewarding experience and it helps to create warm and productive relationships between the teacher and his/her class. However, praising should be used not only as an acknowledgement for immediate performance, but

intrinsic motivation, as has been said, arises from inside the learner, from his/her internal drives and can be defined as being an inherent part of his/her personality, the part concerned with his/her emotional relationship to the outside world, including his/her emotional relationship to success, competition and social position.

Harmer (1991:4-5) stated that intrinsic motivation plays a vital part in most learners´ success or failure in learning English. Some learners may even have negative feelings about English learning. For those learners what happens in the classroom is very important when determining their attitude to English and in supplying motivation which is a vital component in successful language learning. In other words, there are many different factors which affect the learner´s motivation.These factors are discussed further in this paper.

From a different point of view, scientists (e.g. Brown.1980:3) distinguish three types of motivation: *Global*, *situational* and *task* motivation. Global motivation consists of a general orientation to the goal of learning English, while situational motivation varies according to the situation in which learning takes place. That is, a learner who learns English in GB in order to study there is motivated by a desire to acquire the functional aspects of English as a foreign language. Task motivation is the motivation for performing a particular learning task, and is set either within a classroom or in the real world. Example of such motivation would be the learner´s desire to fill the information gap set up in a communicative task, or to find the answer to the question that interests him/her. However, learning a language requires a mixture of all three levels of motivation. Such mixture obviously depends on the context and situation in which the language is learnt.

The following are practical examples of learners´ motivation. However, most examples of motivation are really combination of both types. For example, a learner who is motivated to achieve success in examination seems to be displaying only extrinsic motivation, but he/she also has the intrinsic type of motivation if he/she desires good marks because they make him feel better about himself/herself as a person. Harmer (1991:1-2) stated the following examples of learners´ motivation:

1. Some learners learn English only because it is on the school curriculum, it is only another subject which they are expected to study.

2. Some learners want to study English because they feel that it offers them a better chance for their future career.

3. The term *English for Special or Specific Purposes* has been used to indicate that a learner has some specific purpose to learn English. That is, a very common reason nowadays why children want to learn English is that they wish to be able to understand some terms and instructions in a computer game, while others learners want to understand songs in English. The type of English the students want to learn may be different: those who like computer games may wish to read in English, those who wish to understand English songs may prefer listening.

4. Getting to know more about people whose first language is English or about the places where English is spoken or about the writings which these cultures produced may be another reason for some learners to learn English (e.g. the adventures of Harry Potter have recently been very popular among children).

The term motivation makes sense only in relation to a particular action: that someone is motivated to do something. As has already been mentioned, different elements compose the concept of motivation, and these differ according to the particular situation and circumstances. These elements are also subject to various influences which can be external as well as internal to the classroom.

Harmer (1991:6) considered factors affecting learner´s motivation (either intrinsic or extrinsic) under the following headings: physical conditions, method, success, competition, emotional climate of learning situations and the teacher.

6.1. Physical Conditions

According to Harmer (1991:6), physical conditions have a great effect on learning and based on those conditions, learners are motivated either positively or negatively. Overcrowded, badly lit classrooms, equipped with old furniture would certainly be de-motivating. The visibility and condition of the board also play an important part in learner´s motivation. In other words, the atmosphere in which the language is learnt is important. As the *cold greyness* is not very motivating, teachers are advised to, and they very often do, try to make their classrooms as pleasant as possible. Where the conditions are bad, it may be possible to improve the classroom with posters, learners´ own work, pictures etc. on the walls. So as not to have a negative effect on learner´s motivation, the classroom should be improved as much as possible. As well as making the learning environment visually attractive, the teacher could try to provide variety in the learner´s

displayed is very motivating both for the learners whose work is shown, and also for the rest of the class because they have a clear, visual example of what constitutes a successful piece of work, and will know that the teacher values it highly enough to mount it and display it. Secondly, the wall displays should be changed and rotated regularly in order to provide constant visual stimuli to the learners. The learners themeselves could be involved in the choosing and displaying. It is important to use colour in the classroom, as young learners respond strongly to colour stimuli. Research has shown that hot, vibrant colours such as red, bright pink, orange and yellow should not be eye-level in the environments of young learners, as these colours tend to overstimulate them and reduce the possibility of them concentrating on the task. However, this type of colour can be effectively used as a highlighting colour, to show a particulary important poster, piece of learner work, or word table. If the surrounding colours at eye level are in the cool range, that is: blue, green, grey and pastel colours, then the effect of a hot-coloured background of, for example, a word table is only to highlight rather than to overstimulate.

Barnes (1999:92) also stated that another possibility, when considering variety in the learning environment, is to sometimes change it completely by teaching one of the week´s lessons in a different place, for example in the library, or – particulary popular with learners and therefore very motivating: going outside for a lesson. This also provides the teacher with more opportunities to use *realia*, which have been shown to be motivating as teaching aids. Realia, as used in the English language, means real-life objects which are brought into the learning environment in order to provide concrete illustrations of language items.

selection of food which the learners could later divide into the 2 groups: countable and uncountable. The same realia can be used again as props in a role-play of a restaurant scene. When it is not practical or possible to use realia in the classroom, pictures can be used. They also have the added advantage of showing more than realia can: scenes, views, atmospheres, feelings, situations, large objects, and faraway places. To conclude, realia particulary helps those learners who find abstract thinking difficult as with realia they can have a concrete link between the abstraction of classroom learning and the real world - their life outside the classroom. Although objects from English-speaking countries will be particulary valued by the learner, any everyday objects can be used to improve the level of learners´ interest and involvement in the lesson, and therefore to improve motivation.

6.2. Attitude

Important factors influencing a learner´s success or failure in foreign language learning are his/her attitudes towards various factors such as: learner´s self-concept, attitude towards school, and his/her attitude towards learning in general. These attitudes are highly influenced by the level of achievement and success in school and classroom. Obviously, high-achieving students share a positive approach not only toward a particular subject (English) but towards school in general. Success in learning a target foreign language is also influenced by attitudes towards the target community of speakers of the language. As the whole field of language is involved with communicating with other people, social relationships, between individuals and groups

social factor, while motivation is defined as an affective factor which is concerned with learners´ feelings. Motivation can also be seen in terms of learners´overall goal, attitude as the persistance shown by the learner when reaching the goal. There are some arguments that there is no reason to expect a relationship between motivation and attitude, on the other hand, some scientists suggest that attitudes and motivation are somehow related: attitudes are related to motivation by serving as supports of learners´overall orientation. The term attitude is also used to refer to the set of beliefs that the learner holds towards memebers of the target language group. Thus, three types of attitudes are distinguished:

1. Attitude towards the community who speak the target language.
2. Attitude toward learning the language.
3. Attitude towards languages and language learning in general.

<div align="center">(Stern.1983:376-377)</div>

As was suggested previously, the attitude towards learning English is related to success in mastering the language. Such attitudes are influenced by the kind of personality of the learner, and also by the social environment in which learning is taking place. It is not possible to establish whether motivation causes success or whether success leads to motivation, in other words, it´s impossible to establish the cause and effect relation.

As stated above, there is no exact agreement on the relationship between attitude and motivation, however, attitude could be seen as a factor with the following features:

1. It has a variable strength.
2. It can work either as a support or as a hindrance to motivation (depending on how strong it is and whether it is in harmony or in coflict with motivation).
3. It has a psychological origin.

mentioning a goal as being one of these factors. Goal is understood as being the aim of the learner or purpose of the learning.

When talking about goals, an important distinction must be made between shor-term and long-term goals. The learner wants to learn the target language in order to get a good job in furutre or he wants to be able to read literature of a target language community or he wishes to communicate with members of such community. Such goals could be marked as long-term goals. On the other hand, finishing a unit in a textbook or learning some basic phrases in order to travel in the target language country are short term goals.

6.4. Method

Another factor affecting learners´ motivation is method by which the learners are taught. Method, this is the individual, way of teaching adopted by the teacher, who may be following an established method, or has developed his/her own way of teaching. Harmer notes (1991:5) that if learners consider the method by which they are taught boring, they will probably become de-motivated, nevertheless, if they have confidence in the method, they will find it motivating. However, this is the most difficult area to be certain of. Different learners are more or less symphatetic to any particular method depending upon their expectations. Unfortunately, there is no research which clearly shows the success of one method over another. The fact, however, is that if the learner

motivation is success (and its rewards). The learners who have succeeded in past tasks will be more willing to engage with next one, more confident in their chances of succeeding, and more likely to persevere with their efforts. It is important to emphasise that success in this context is not necessarily the same as getting the answers right. There are other criteria such as the sheer amount of language produced or understood, the investment of effort and the degree of progress since a previous performance. All these need to be recognized by the teacher as successes for which the learner should take credit. The teacher´s responsibility is to set such goals and tasks which he/she could realistically expect his/her learners to be able to achieve. To give learners activities where the level of difficulty for the particular learners is extreme may have a very negative effect on motivation. The opposite type of tasks - tasks where the level of difficulty for particular learners is too low are equally demotivationg. If the learners are able to achieve all tasks with no difficulty they may lose the motivation they got when facing the right level of task. In other words, complete success and complete failure may be both demotivating.

Failure in any sense is generally regarded as something which must be avoided while success is thought of as something to be reached. On the other hand, success loses its sweetness if it is too easily attained and if there is no real possibility of experience of failure. Failure in not just a matter of wrong answers. Learners are failing if they have done significantly less than they could have, if they are making unsatisfactory progress, or not taking care in their work. Such learners should be set short-term goals to work towards. It is the teacher´s job to make learners aware of when they are failing. On the other hand, there is a danger that a constant awareness of shortcomings may lower the learner´s motivation.

knowledge, if overused, it eventually negatively affects the learners' willingness to cooperate with and help each other. Nevertheless, if the competition is not taken too seriously, and if scores are at least partly a result of chance, so that anyone might win, positive motivational aspects are enhanced and stress is lowered. Group contests tend, on the whole, to get better results in cosolidating knowledge than individual ones, they are more enjoyable, less tense and equally motivating.

6.7. Emotional Climate of Learning Situations

Barnes (1999:130) also noted very important factor affecting learner´s motivation, it is emotional climate of situations in which learning is taking place. In environment where learners would feel anxious or insecure, there are likely to appear psychological barriers to communication, moreover, if anxiety rises above certain level, it is a serious obstracle to the learning process. Learners should not be asked to perform in a state of ignorance and dependence which may engenger feeling of helplessness and also, they should not be made produce unfamiliar sounds in front of an audience. The classroom interaction ought not to be dominated by the teacher, otherwise there would be little opportunity for expresing learner´s own individuality and their own selves adequately. Making casual conversations or expresing spontaneous reactions may be difficult and attempts to do so may result in misunderstanding and laborious efforts to explain. Unless they have a firm confidence in themselves, they may come to feel that they produce a silly, boring image, and become withdrawn. On the other hand, psychological research suggests that there is not the necessity to feel obliged to eliminate anxiety altogether. It is clear that too much anxiety hinders learning, certain amount of it can stimulate a learner to invest more energy in the task. The question which, however, prevails is where the optimal level of

work could help (speaking in front of fewer people).

6.8. The Role of the Teacher

If language teachers are going to teach learning skills, they have to do much more than just teach the language system: they need to bear in mind the education of the whole child when planning their teaching programme, and this is a far wider responsibility. This has important implications for the role of the teacher in motivating his/her learners, and it means that the teacher must widen both the curriculum which he teaches and the ways in which he/she motivates learners to achieve the new goals.

The teacher is a very important factor affecting the learner´s attitude towards English and learning of English. The following definition of motivation may help to clarify the complex roles and resposibilities of the teacher in helping learners to achieve their goals. According to Brophy :

Motivation to learn as a general trait: motivation to learn is an enduring disposition to value learning as a worthwile and satisfying activity, a striving for knowledge and mastery in learning situations.
Motivation to learn as a specific trait: motivation to learn as a specific trait is a state of motivation where enjoyment is guided by a goal or intention. Students reveal motivation to learn when they make a clear effort, attend lessons or complete assignments, strive to get the initial benefits, and understand and remember what they are supposed to learn.

(Brophy.1986:129)

thousand of children – were asked to put a list of teacher's qualities in order of preference. (1= most important, 10 least important). Results were the following :

1. He makes his course interesting.

2. He teaches good pronunciation.

3.He explains clearly.

4.He speaks good English.

5.He shows the same inteset in all his students

6.He makes all the students to participate.

7.He shows great patience.

8.He insists on the spoken language.

9.He makes his pupils work.

10.He uses an audio-lingual method.

(Harmer.1991:6)

Three of the top ten qualities were concerned with the relationship between the teacher and the student. Also the additional qualities students listed were concerned with the relationship between the teacher and students. However, a concrete, clear, and specific answer to the question of what makes a good teacher has not been provided yet, but some generalisations could be made: in the first place, the teacher´s personality matters a lot, yet, this is the most difficult area to train for. The fact is that teachers ought to do everything possible to create a good rapport with their learners. According to Harmer (1991:7), it happens by providing interesting lessons, also such things as cooperative attitudes, patience, wide interests, fairness, sense of humour, consistent behaviour, interest in learner´s problems, flexibility, use of recognition and praise, pleasing personal appearance and proficiency in his/her subject help to create a good relationship between the teacher and his/her learners.

relationship is crucially important as far as effectiveness and motivation in the classroom is concerned.

If the teachers are to be able to satisfy at least some of the crucial points and to build successful relationship with their learners, they need to understand as much as possible about the language teaching/learning procces, which involves understanding the general principles of learning, the principles of the nature of human communication via language, the principles of social interaction in general and in the classroom, and the principles of second language development.

6.8.1. Using Praise Effectively

As suggested above, praise is a very important factor in motivating learners so it is an essential ingredient of teaching. However, learners can react in very different ways to praise. Barnes (1999:82) stated that praise is a reward, and if a teacher praises, the pupil is high in his/her esteem. Some learners may become so dependent on receiving praise, that its absence they will regard as failure. Absence as well as over-praising are extremes. Praising too much could seem insincere and unrealistic. If the praise is unrealistic, generalised, and in the form of a judgement or rating, it is capable of diminishing the learner. When the learner is told that he is a brilliant speaker of English, the danger which may happen is that the learner is reminded of all the times he is not. Praise that judges a child rather than describes achievement is not acceptable.

5. *It is also honest.*

5. It is also honest.

(Barnes.1999:83)

More than that, descriptive praise minimises global judgements such as *excellent*, *brilliant,* and *great* in favour of detail related specifically to what is going on. Such expressions should always be followed by a specific description providing information. Saying that something is excellent does not provide enough information by itself. Being told that he/she is marvellous is irrational and sometimes even embarrassing since nobody is brilliant all the time and for everything. That is, it is not enough to praise learners in a general way in order to motivate them, as it is a lost opportunity. Far more can be done by giving feedback that helps learning.

Barnes (1999:84) also noted that describing rather than judging is very powerful as it focuses on actual evidence of achievement and effort put in it. If the teacher wants to praise effectively, he/she needs to practise the language of descriptive praise. After practising, the praise should remain ingrained and spontaneous. If the praise is not felt sincerely, it will not much help learners to learn and it could undermine the teacher-learner relationship. As stated above, descriptive praise avoids global judgements and describes what can be seen or experienced. It avoids an unnecessary negative focus on weaknesses. The word *because* should be often included, however, the word *but* should be omitted. The problem with using the word but is that it cancels the positive first half of a sentence. The acknowledgement of achievement and effort is effective only when it is uncontaminated and *but* is the contaminator, in other words, praise is effective when it is given unconditionally and the word but cancels what went before it

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and the learner has the opportunity to decide himself/herself which and how to respond.

Also when describing learners´ errors, teachers should do it in a specific way. A crucial feature of handling errors is the balance which is achieved between positive and negative description.

No doubts there needs to be more positive than negative description, and there are crucial reasons for doing so. According to Barnes (1999:85), concentrating on the positive description is capable of building up enough credit for a learner to be able to cope with a negative follow-on.

Learners need to have sufficient time to hear and adjust to a positive description, not a judgement, before they are ready for suggestions about improvements. If the learner is given time for adjustment, they may even come up with improvements themselves. There are two guidelines which may help when describing learners´ errors: give positive description for long enough to reassure and describe errors in terms of future action, not just as mistakes made. For example: *I can see you took a lot of care in writing your sentences on the project pictures,Tomáš. If only the papers had not got damaged in your school bag, I could have chosen your project as one of those to be displayed. I believe that next time you will think of this problem.* Another example could be the following: *I can see you put a lot of effort into drawing your picture and your spelling has improved a lot. I think it is going to improve even more when you remember that some words have double letters in them, e.g. swimming. Can you think of some more examples?*

The learner's self-assessment is a useful tool, for a teacher who is concerned about motivation for the following reasons: firstly it results in enhanced feedback between the teacher and the learner, secondly the results might be used to adjust teaching and to provide a more motivating lesson. Used in this way, it may prove more useful to the teacher than competitive grading and more motivating to the learner because he has become actively involved in the learning process. Barnes lists six essential ingredients of self-assessment :

- *Shared understanding of teaching and learning aims*
- *Timetabled opportunities for written self-assessment*
- *Timetabled feedback on these, or written replies to pupils*
- *Strong expectations (feedback expectancy)*
- *Praise for effort, not for grading*
- *A further means of communication such as a message-box or ´help-slip tin´*

(Barnes.1999:68)

Self-assessment can successfully deal with the problem of learning to learn. As learners are constantly engaged with assessing their success, their problems are introduced to strategies which they can use to overcome these problems. For many learners, the act of self-assessment will clarify what the learners were trying to do during the lessons and will result in self-correction. Self-correction is most powerful when it is a constant feature of the English lesson, planned for and expected by both: teachers and learners.

However, Barnes (1999:73) suggested that it must be remembered that learner´s self-assessment is limited by the learner´s ability to analyse what they are doing. Thus, young learners will find it easy to give their opinions about what they liked and what they thought they got out of their work, but will find it hard to suggest way to improve.

There are several methods available to the teacher who wishes to use self-assessment :

1. Self-assessment which is scheduled as a part of a long term project. The characteristic of this type of self-assessment are that the learners respond in writing to specific points suggested by the teacher and are asked for detailed responses and reasons. The teacher is expected to respond and the feedback between learners and the teacher is intended to generate action.

2. Conferencing- learners in a small group speak with their teacher about their work and metacognitive strategies, action is proposed by the learner and the teacher. Teacher´s respond is immediate.

3. Weekly review – written responses are invited from learners on specific points chosen by the teacher. This type of assessment is suitable for teachers who wish to review the teaching covered. Feedback from the teacher is possible but not necessary.

4. Help-slips - the aim of this type of self-assessment is that learners identify their learning problems and fill in the form asking for help in specific areas. The teacher will respond as soon as possible.

5. Ongoing feedback. The characteristic of this type of self-assessment is that it is informal and reactive. It takes place during the teaching session and involves a dialogue between teacher and learners which focuses on specific points.

<div align="right">(Barnes.1999:74)</div>

As shown above, formative assessment is hard, however, still possible to do. So as not to be superficial, it must be systematically planned for. The process of learner´s self-assessment is capable of clarifying the teacher´s targets for learners´ achievement,

self-talk. According to Barnes (1999:66), learning to focus optimistically by using positive self-talk is crucial element in maintaing motivation in the face of difficulties. Every learner will experience at some time that a piece of work is more difficult than he/she expected and will experience feelings of passivity and low motivation. The teacher may intervene at this crucial point in order to help the learner to reframe his/her negative self-talk. The teacher may identify negative self-talk by the following key words and expressions: *never* as in *I will never be as good as Jan, stupid* as in *I am stupid so why bother trying*, *cannot* as in *I cannot finish things quickly as the rest of the class* and *should* as in *I should not get it wrong*. The teacher should encourage to dispute these negative responses by helping the learner to find examples where the results were positive and can then encourage the learner to reframe. For example: instead of saying *I have got five answers wrong out of ten. I am always behind the others*, the learner should be encouraged to reframe as following: *I have got five answers right, I am getting something right. I am sometime behind the others but it does not mean I am always behind. Sometime it takes me longer but I still do a good work*. The teacher should firstly recognize and understand learner´s feeling and then encourage the learner by asking questions such as: *How often really is always? What is still O.K? What is being exaggerated here?*

Words such as *always, never, stupid, failure* are clues identifying the distortion of over-generalisation, they also close the doors of possibility as they label in too wide way for there to be any detailed information and they carry too little detailed information.

this marking system in a positive and motivating way. If they do not, they may lose all the benefits gained during their work on motivating learners.

Barnes (1999:98) notes that learners´ work should be compared to their own working potential and to the teacher´s teaching goals. No comparison should be made between learners and competition over marks is advised to be discouraged. Marks should be given privatly and be accompanied by a description of achievement. The main differences between this system and system of comparing learners to each other and to the ideal are the following: the learner who is improving can be awarded higher mark in order to reflect the improvement and the learner who is achieving satisfactory results but who is capable of far more and better work is judged to be under achieving and the teacher may decide to reflect this in his/her mark. Since all the marks are accompanied by a verbal description, learners will understand exactly why they have received this particular mark and will be aware of how they may improve.

The previous chapters have described, besides other, different views of motivation, different types and components of motivation, as well as factors which affect learners´ motivation. The following chapters will be concerntrated on particular learners, especially on their preferences, needs, on their experience of the language learning process, various reasons for learning English, and feelings towards learning it. Also teachers´ knowledge, experience, and attitudes towards motivation and motivation promoting activities will be investigated and described.

7. Research

7.1.1. Hypotheses

Fortunately, there has been some improvement in teachers´ attitudes towards motivation over the last decade. The traditional model of teaching is starting to disappear and more and more teachers realize positive changes in their daily work. Traditional is understood here as meaning the use of the method in which language is controlled by the teacher, the learner communicates only with the teacher in sentences requested by the teacher and where translation is the main technique used to introduce, practice and explain the language. This model does not respect the need for the learner´s encouragement, the nurturing of the learner´s confidence and the willingness to take risks as well as the importance of motivating learners is mostly underestimated in such model of teaching.

Teachers could become more acquainted with the importance of motivation in teaching English and with how positively it can influence the foreign language learning process. On the other hand, the teacher´s careful approach to motivation may help learners to acquire a positive attitude towards learning English, the encouragement of motivation should make learning a foreign language more efficient, improve the classroom atmosphere and learner-teacher relationship as well as learner-learner relationship.

- Learners ought to attend common basic school (i.e. not a basic school with extended foreign language learning etc.)

The first part of the Learners´ Questionnaire (appendix p.1-4) is related to learners´ personal data which were used in the analysis. Then the questions are connected with learners´ experience and opinions in learning English. Firstly, learners are asked about the importance of learning English and also about the reasons why they learn it. These questions should help to identify the learner´s feelings about learning a foreign language, their personal reasons for learning it, and even their positive or negative approach towards English can be potentially deduced from this question. The following questions aim to discover learners´ opinions about using English in general, learners are asked if they enjoy talking in English. This question was asked in order to find out the learner´s attitudes towards English. It was also hoped that learners would put down reasons and explanations for their decisions. The seventh question is connected with praising learners during English lessons. This question aims to find out if the teacher tries to stimulate his/her learners by praising. Questions number eight and nine are connencted with learners´ experience with the process of learning foreign language in the classroom, they are asked about any additional materials and about their favourite activity. These questions were asked in order to find out if learners´ interest is also stimulated by interesting, appetising, tempting activities or also by various entertaining materials such as crosswords etc. The last question was left for learners so that they could add anything concerning their English language learning.

74 learners at the age 11-13 who were made up of 41 girls and 33 boys were asked to fill in the questionnaire and the same number of completed questionnaires was collected for analysis. Table 1. shows composition of respondents according to their age, gender, and achieved grade:

Table 1.

	Boys	Girls
Age 11	6	9
Age 12	11	13
Age 13	16	19
Grade 1	12	14
Grade 2	10	15
Grade 3	9	10
Grade 4	2	2

The results were the following:

When answering question number 1.- *Do you think that it is important to learn foreign languages nowadays?(if so, why?*), 67 respondents, that is 90,54%, thought that learning foreign language is important, only 5 thought that it was not important and 2 did not know.

Exchanging letters with friends abroad.	5
Future career	17
Other	7

The above table proves that most of the respondents (35,14%) think that it is important to learn English in order to be able to understand media, songs, films. The responses to this question differed quite significantly according to learners´ gender: 19 out of 26, which is 73,07%, were boys´ answers. Future career came second with 17 responses (22,97%). Again, 11 out of those respondents were boys. 17,54% think that it is important to learn English for the purpose of travelling. Only a few learners – 8,11% do not see the reason for learning English.

As the response to question number 2. - *Did you start learning English before you began at school ?*- 26 learners, that is 35,14%, used affirmative answer. Only 7 answered that they wanted themselves, 16 learners studied English because it was their parent´s wish and 3 learners had different reasons. The responses did not differ significantly according learners´ gender.

The following table (table number 3.) shows responses to question number 3.- *Why do you study English?* It is necessary to make it clear that this qestion offers answers of a different character, however, the answers were as follows:

Avoiding getting bad mark	29
Other	2

A high number of learners- 39,19% learn English because they wish to avoid getting bad marks, and also rather high number 27,03% study English because it is on the school curriculum as a compulsory subject. That is, there is a large number of respondents who are in fact forced to study English by external factors such as school curriculum, parents, or bad mark. Learners in the sample group showed the fact that girls seem to be more worried about getting bad mark (21 of 29 were girls). However, because of the relatively small size of the sample group, this may not be typical of Czech schools as a whole.

Responses to question number 4.- *Have you ever had the opportunity to use English outside school?* were as follows :

Table 4.

	Number of learners :
No	31
On holiday abroad	17
On school exchange trip	6
Informing foreigners in the street	11
Corresponding	7
Other	2

interest. Nowadays teachers are offered quite a lot of opportunities to obtain contact for a basic school in abroad and thus, provide learners with the chance of exchanging letters with abroad-learners or going on the exchange trip. Such contacts are possible to be obtained through various projects, for example *Socrates*. Such projects have recently been becoming fairly popular.

The scores of question number 5.– *How often do you have the opportunity to use English outside the classroom?* closely correspond to question number 4. - 17 (22,97%) learners never use English outside the classroom, 28 (37,84%) only seldom.19 learners (25,68%) have such opportunity only sometimes, 10 (13,51%) very often.

Question number 6.– *How do you feel when you are supposed to speak English?*. 23 learners, that is 31,08%, responded negatively and the main reasons for feeling bad when speaking English was the anxiety about making errors, the other learners or native speakers laughing at them or their teacher being angry with them because of making errors. 15 learners of those 23 received mark 3 on their last school report, and 3 of them even 4. Their self-confidence is probably rather low and the teacher should encourage them, using the techniques outlined in chapter 6.8.1.- use the descriptive praise, encourage the learner´s positive self-talk and also use the appropriate assessment methods. On the other hand, 51 learners (68,92%) enjoy speaking English for the following reasons: the majority- 35 (47,3%) enjoy speaking English as it enables them to get to know foreign people and communicate abroad, 11 (14,86%) enjoy the idea of helping foreigners in the street or of helping people who do not know English. 3 learners are proud of themselves for knowing English, while 2 learners feel special

Table 5.

	Number of learners :
Very often	21
Sometimes	38
Seldom	9
Hardly ever	6

The above table proves the fact that teachers put effort into praising, on the other hand, only 5 of the learners who responded that they were praised very often received mark 3 on their last report, 11 received 1 and 7 received 2. That is, ´ high achieving´ learners seem to be praised more often than those who receive lower marks.

In question number 9. learners were asked to identify their favourite activities during English lessons. The following table (table number 6.) clearly shows the learner´s preferable activities in English lessons.

Table 6.

	Number of learners :
Translating	9
Reading articles	13
Listening and singing	21
Video watching	15

also proved by some of the learner's comments in question 10. For example: *It is fun and useful to listen and sing English songs because I can remember new words easily and I also like when I understand the words of my favourite band.* or *I like playing computer games and knowing English helps me to understand the game.* There were not any significant differences in learners´ answers according to their sex.

The last question examined the materials learners use during their English lessons. 63 learners, that is 85,14%, responded that they use additional materials such as crosswords, various games, video etc. Only 5 responses were negative.

To conclude, the teacher who wants to increase learners´ interest and motivation in his/her classroom should work on the learners images of himself/herself and provide him/her with positive feedback about their progress towards becoming successful letter-writers, translators of pop-songs or towards whatever targets and reasons they have for learning English. This obviously requires a good relationship with the learners, where the teacher is aware of the learners´ individual goals and attitudes. The teacher will also find it useful to consider the difference of gender when considering what activities would motivate his/her learners.

However, it is essential to make it clear that validity of questionnaire investigation is endangered by many factors and therefore, it would be highly convenient to check the results in further investigation.

following table (number 7.) shows years of English language teaching experience the teachers have.

Table 7.

Years of experience:	Number of respondents:
1-3 years	8
4-6 years	6
7-9 years	3
10-12 years	1

It is necessary to mention that only 11 of those 19 teachers are qualified teachers of English, 5 are also qualified teachers but they did not get their qualification in teaching English, 3 teach English without any teaching qualification at all.

The first question intends to investigate if the teacher has received any training which would be specially aimed at the use of motivating techniques in the classroom. Motivating techniques in this context is understood such technique which would encourage learners´ motivation towards learning English with regards to their age, interest and abilities. The second question asks teachers to mark their knowledge of motivating techniques sufficient or insufficient. The third question divides teachers into two groups: those who use exercises or techniques which are intended specifically to motivate his/her learners and those, who do not use such activities and techniques. Teachers who use motivating techniques are then asked about the frequency of using

Results of aswers to questions number 1. and 2.- *Have you received any training in the use of motivating techniques in the classroom?* That is, a special seminar or lecture etc. aimed at theory of motivation with practical implications for the classroom. Question number 2. - *Do you consider that your knowledge of the subject is sufficient or insufficient?* are presented in table number 8. Only 10,53% of all respondents stated that they had attended a special seminar on motivation in the classroom and only 47,37% consider their knowledge sufficient, 52,63% do not. However, if the teacher feels that his/her knowledge on motivation is not sufficient, he/she can attend some course on this topic or find appropriate literature on it

Table 8.

	Number of respondents :
Did not receive special training	17
Received special training	2
Consider knowledge on motivation sufficient	9
Consider knowledge on motivation insufficient	10

Question number 3. - *Do you use exercises or techniques which are intended specifically to motivate your learners?* - proved the following results: only 8 teachers, that is 47,87 %, use exercises or techniques which are intended specifically to motivate his/her learners, 11 do not use such activities and techniques. 7 of the 8 teachers who

	Number of respondents :
Every lesson	3
Regularly	4
When learners´ motivation is low	2

The reasons for not using the motivating techniques are expressed in table number 10.

Table 10.

	Number of teachers:
I do not have enough time to plan extra activities just for motivation purposes.	10
I do not believe that the benefits will be high enough to justify the extra work involved.	4
I think using such activities would slow the pace of the course too much	8
I do not know which types of motivation activities I could use with my learners.	3
I worry that using such activities will lead to a chaotic lesson.	9
I do not have time to assess the results and implications of the assessments.	2

work, however, if the teacher is familiar with classroom management strategies, such problems should not appear.

The last question - *In general, how do you feel about the idea of using motivation activities in your lessons?* proved quite a positive fact, however, to some extent it is rather interesting - 12 teachers feel positive about using motivation activities in his/her lessons, however, they do not use them as much as they could. 6 teachers feel neutral and 1 teacher feels negative about this idea.

The noticeable result from the Teacher´s Questionnaire is that importance of motivation seems to be not perceived enough. Some teachers appear to lack ´the motivation to motivate´, that is, they do not strive sufficiently hard towards producing a motivated class. However, to teachers´ favour it is necessary to point out that there also appear to be unresolved problems in the Czech basic school system. However, teachers are sometimes under pressure in order to meet the requirements of The School Curriculum, parents´ wishes and the headmasters´ ambitions. So, teachers´ worry about the pace of the course closely correspond to the above reasons. Teachers are definitely not unwilling, they may just lack the energy, support, and ideas how to put modern theories into practice. Luckily, recently the situation in Czech basic schools (as for improved teachers attitudes as well as better emotional climate of schools) has become better. Such teachers and headmasters who strive towards positive changes deserve a word of thanks and also our support.

We are neither too old or too young to find the keys to motivating every student. The apparent problem is that we too seldom are willing to take this risk by making a short. It is uphill struggle to promote learner motivation at times but the teacher has a duty to undertake that journey.

(Barnes.1999:140)

7.3. Experiment

As has already been stated several times throughout this paper, learners who are motivated learn better than those who are not. I attempted to practically prove this statement in a group of 12-13 years old basic school learners.

Two groups of learners normally taught by the same teacher were chosen for the experiment. It is necessary to emphasize here that I am not the teacher who teaches them normally. For the purpose of the experiment I marked them group A and B. B is the group in which the experiment took place.B. They have the following factors in common: their teacher considered both groups to have approximately equal ability and interest, both groups have studied English for the same lenght of time, both have used the same textbook, the average mark from English on the last school report in group A was 2,02, the average in group B was 1,99., neither group is used to any extra motivation activities, except those provided by the format of their book.

The three research lessons, which were based on the insertion of extra motivation activities into the lessons of group B, were taught by me during one week. Motivation

were the extra motivation activities used in group B.

After the three lessons, both groups were asked to complete the same test and also a feedback questionnaire (test and feedback questionnaire are provided in appendix p.13-16). Group B did 11,5% better than group A and also questionnaires in group B showed more positive comments on classroom atmosphere, enjoyment of the activities etc.

I am aware of the fact that from the point of view of academic criteria, the results of the experiment cannot be seen as conclusive, as it was short and also learners´ learning was influenced by many factors such as disruption of routine, change of teacher, and many other external forces and thus, it would be advisable to repeat similar research with this group after some time and to prove the positive effect of insertion of motivation activities on learners´ learning in other groups as well. I consider this experiment another contribution to my teaching experience and professional growth. I am also aware of the fact that this research (which I call experiment) is not actually experiment as not all factors were controlled. The full description of the experiment is provided in appendix (p.7-12).

psychological as well as sociopsychological views of motivation.

Practical part of this paper intended to determine prevailing type of contemporary young Czech learners´ motivation. Also teachers´ experience, views, and attitudes towards motivation in their classrooms was going to be examined. Further intention was to demonstrate the positive benefits and effectiveness which motivation has on learners´ learning.

Throughout the theoretical part it has been shown that the word motivation refers to a collection of possibly distinct concepts, it is a mixture of different factors, and mere enthusiasm cannot definitely be confused with the whole task of motivating learners to undertake and perserve with work. Definite definition of the term motivation has not been compiled yet, however, a number of definitions looking at motivation from different points of view have been provided.

It has been shown that the desire to learn can come from many causes. Many different reasons for learning foreign language have been listed and two main types of motivation have been introduced. Extrinsic motivation is concerned with factors outside the classroom, intrinsic motivation is concerned with factors outside the classroom.

Environment in which learnes study, the method by which they are taught, various goals they have may also strongly influence learners´ motivation in either positive or negative way. The ways for improving the environment of the classroom and also other means which could be used for stimulating learners´ interest were introduced.

The experiment lessons were taught with the aim of proving the benefits of including motivating techniques and activities into lessons. Those techniques and activities should have a positive impact on learners´ learning as well as on the relationships among all subjects involved in the process of learning and teaching. Learners´ extrinsic and intrinsic motivation was encouraged through activities focused on provoking learners´ interest and involvement. Group of learners which received those activities did 11% better in assessment test and learners also commented on a pleasant classroom atmosphere and better relationships in the class.

The investigation among learners proved that extrinsic type of motivation still prevails. Many learners learn English in order to avoid getting bad mark or because it is on school curriculum.

Investigation among teachers proved that more than half of the investigated teachers do not use techniques intended specifically to motivate the learners although their general feeling about using such techniques is positive. The main reason why teachers do not use activities especially intended to motivate their learners is not enough time required for preparing of those activities.

However, it is essential to state that the above introduced results cannot be taken into consideration as definite since the samples of respondents were relatively small and also the method of questionnaire investigation is endangered by many factors and, therefore,

However, I am aware of the fact that the following recommendations and implications have already been formulated by many theoreticians, however, they have also been proved by theory as well as the investigation in this paper.

- The ability to provide motivating and interesting classes are based on knowledge of techniques and also ability to inspire confidence in learners.
- Teachers should be able to stimulate interest, provide reasons for learning, promote learner´s desire to achieve.
- They also should affirm and reinforce learners´ successful behaviour and accomplishments, therby encouraging self-confidence and a positive self-concept.
- During a lesson teachers should personalize activities and adjust tasks to be appropriate to the learners´ abilities.
- Learners´ learning style, past performance and preferences in selecting instructional activities should also be considered.
- Teachers should support learners with positive relationships, being enthusiastic, patient and understanding.
- Personal experiences, insights, and relationships of learning should be related to real-life situations.
- Abstracts should be interpreted into understandable, concrete ideas.
- It is also necessary for teachers to respond to the needs and interests of all learners
- To invite and encourage positive effort toward the topic and tasks.
- Teachers should also plan instructional activities that include:

- focus on rewards
- focus on applications

- It is absolutely necessary to avoid sarcasm, low expectation, and unnecessary negative comments
- It is also important to reduce fear of failure by acknowledging effort
- Teachers ought to provide easy-to-follow instructions and never threatening consequences

To conclude, the main point expressed in this work is that motivation is one of the key factors influencing learners´ success in foreign language learning. Learnens will find learnig English more difficult if they have neither intrinsic nor extrinsic motivation. That is, strongly motivated learner is in a much better position than a learner who is not motivated.

The teacher´s task is, therefore, to provoke interest and involvement in the subject even when the learners are not initially interested in it. However, teachers can encourage by word and deed, real motivation comes from within each individual. But still, if the sufficient motivation is not present, satisfactory learning will probably not take place. Thus, the fact is that the ability to motivate his/her learners comes very high on any list of desirable teaching qualities.

cizícím jazykům, popsat specifické faktory ovlivňující motivaci, vymezit roli, kterou představuje osoba učitele v žákově motivaci a představit psychologická a sociopsychologická hlediska problému motivace.

Cílem praktické části práce bylo zjistit a popsat preference žáků, jejich zájem a pocity týkající se výuky a učení se anglickému jazyku.

Další záměr se týká vyučujících anglického jazyka – byla zjišťována úroveň důležitosti, kterou učitelé přikládají aktivitám, podporující žákovu motivaci. Dalším zkoumaným faktorem byla četnost zařazování motivačních aktivit do hodin anglického jazyka. Vyučující byli rovněž dotázáni na důvody, které je vedou k zařazování nebo naopak k vynechání motivačních technik a aktivit z jejich hodin a na pocity, charakterizující jejich vztah k motivaci.

Formou výzkumu byly zvoleny dotazníky jak pro žáky, tak i pro učitele. Další formou výzkumu byly 4 hodiny, vyučované v 6. ročníku základní školy. Do těchto hodin byly cíleně zařazeny aktivity, které by měly (vzhledem k věku žáků, jejich zájmům a dovednostem) podporovat motivaci. Cílem bylo stanovit vliv motivačních aktivit a technik na efektivitu, výsledky učení, vztahy mezi žáky a mezi žáky a učitelem .

Jednotná správná a úplná definice pojmu motivace nebyla zatím stanovena. Je to termín, který v sobě zahrnuje velké množství rozličných činitelů. Často bývá zaměňován s celkovou dispozicí k učení nebo s pouhým nadšením pro výuku. Základními složkami motivace jsou úsilí, touha po dosažení cíle a přístup k učení.

Extrinsická motivace zahrnuje faktory, jakými jsou školní známkování, testy a zkoušení. Tato motivace vyžaduje celou řadu ohledů. Žákovi by měly být poskytovány příležitosti k úspěchu na jakkoli nízké úrovni výkonu. Dalším činitelem v oblasti extrinsické motivace je zpětná vazba, ta by měla být žákovi poskytována co nejdříve po jeho výkonu. Tlak extrinsické motivace ale nesmí být příliš silný, mohlo by to vést k podvádění.

Důležitým zdrojem motivace extrinsické povahy je chvála a s ní spjatá osoba učitele. Při chválení by se učitelé neměli uchylovat k obecným výrazům, vždy by měl následovat přesný popis žákova výkonu společně se zdůvodněním, proč je žák chválen. Při chválení je velmi nevhodné používat slova typu *ale,* tímto způsobem je možné téměř vyrušit pozitivní vyznění chvály.

Pro podporu motivace žáků je také nutné zvolit správnou metodu pro hodnocení jejich výkonů. Je třeba začít kladným popisem jeho výkonu, následně podpořit žáka samého, aby navrhl, co by ještě mělo být zlepšeno. Je možné využít metod žákova sebehodnocení nebo metodu takzvaného *positive self-talk*, kdy je učitelovým úkolem, aby žáka v případě, že se setká s úlohou, která je obtížnější než si myslel povzbudil v pozitivním hodnocení situace. Tyto metody s sebou přináší celou řadu výhod pro učitele, kteří si přejí zlepšit motivaci svých žáků. Žák se stává aktivnějším účastníkem procesu učení se, zlepšuje se zpětná vazba mezi učitelem a žákem.

třídě. Tyto faktory může být žák motivován jak pozitivně, tak i negativně. Prostředí třídy, ve které probíhá výuka se dá mnoha způsoby vylepšit. Mělo by také být učitelovou odpovědností zvolit takovou metodu, která bude pro žáky motivující. Metody typu překládání jednotlivých vět jsou pro žáky spíše demotivující.

V praktické části bylo provedeno šetření formou dotazníků. Respondenty těchto šetření byli jak žáci, tak i učitelé. Bylo zjištěno, že u žáků stále převládá motivace extrinsické povahy. Téměř 40% respondentů označilo hlavním důvodem k učení se anglickému jazyku touhu vyhnout se špatným známkám, velké procento dotazovaných se anglický jazyk učí pouze proto, že je součástí škoních osnov.

Více než polovina dotazovaných učitelů označila své znalosti motivačních technik za nedostatečné, pouze velmi malé procento učitelů navštívilo specialní seminář zaměřený na motivaci, pouze 48% učitelů používá ve svých hodinách anglického jazyka aktivity na podporu motivace cíleně zaměřené. Hlavním důvodem pro nepoužívání motivačních technik je nedostatek času, který je potřebný pro přípravu motivačních aktivit, učitelé se dále obávají chaotické situace, která by mohla ve třídě po zařazení těchto aktivit nastat. Celkově učitelé označili svůj vztah k motivaci jako kladný, nicméně se stále zdá, že někteří učitelé si důležitost motivace stále plně neuvědomují. Zde je nicméně nutkno podotknout, že validita dotazníkového šetření je vždy ohrožena některými faktory a bylo by tedy vhodné tyto výstupy ověřit dalším šetřením.

4 výzkumné hodiny, do kterých byly zařazeny motivační aktivity a techniky dokázaly pozitivní vliv, který motivace má na efektivitu, průběh, vztahy ve třídě a výsledky učení. Skupina, která byla vyučována za pomocí výše zmíněných technik dosáhla o

často objevily komentáře, které se vyjadřovaly k příjemné atmosféře ve třídě, pozitivně hodnotily zvýšené možnosti pro spolupráci a také k praktickému výstupu, ke kterému projektové hodiny vedly. Žáci vytvořili plakát, na který umístili obrázky jejich rodného města v současnosti a v historii a opatřili je příslušnými anglickými popisky. Tento plakát může být umístěn například v Informačním centru a může být cenným zdrojem informací pro zahraniční návštěvníky přijíždějící do města. Nicméně i zde je nutné zmínit, že tento výzkum vnímám jako přínos pro můj budoucí profesní růst, jsem si vědoma toho, že z hlediska akademických kriterií se výsledky tohoto výzkumu nedají vnímat jako průkazné.

V závěru práce byla shrnuta teoretická i praktická zjištění a na těchto základech byla zformulována doporučení, jak by měl postupovat učitel, který si je vědom důležitosti motivace svých žáků a je jeho přáním motivaci ve své třídě nejenom udržet, ale také zvýšit. Tato doporučení se týkala jak typu aktivit, které je vhodné zařazovat, tak i samotné osobnosti učitele. Byly shrnuty žádoucí vlastnosti a postupy, které by měly být uplatňovány při podporování motivace ve třídě. Bylo zdůrazněno, že motivace je jedním z klíčových faktorů, který ovlivňuje žákovo učení se cizímu jazyku.

Pro žáka, který není motivován bude učení se cizímu jazyku o hodně obtížnější, než pro žáka, který motivován je. Učitel by se tedy měl snažit podnítit žákův zájem o předmět, na druhou stranu je třeba říci, že učitel sice může žáka povzbudit, ale skutečná motivace pramení z žáka samotného. Jestliže není přítomna dostatečná motivace, uspokojivé učení pravděpodobně nenastane. Učitelova schopnost své žáky motivovat by měla být považována za jednu z nejdůležitějších vlastností, které charakterizují dobrého učitele.

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